

# Utah State Office of Education

## Title I, Part A and Title I, Part C–Migrant Education Monitoring Handbook

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**Publishing Information:**

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# Overview of Title I, Part A System

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## Purpose and Overview

The purpose of this handbook is to provide Utah State Office of Education (USOE) peer review teams with operational guidance and practical tools for the conduct of onsite compliance monitoring of programs operated under No Child Left Behind (NCLB), Title I, Part A. The purpose of Title I, Part A is to provide financial assistance to local education agencies and schools that serve high percentages or high numbers of poor children. This financial assistance, which is provided through state education agencies to local education agencies and schools, helps ensure that all of these children will be able to meet challenging state academic standards.

Federal law requires that the USOE monitor the operation of Title I programs in every participating Local Education Agency (LEA), whether the LEA is a school district or a charter school. The USOE developed this monitoring system during 2006. It is based on a careful review of all federal requirements, with consideration given to the unique circumstances of this state, and with attention given to the approved monitoring systems of other states.

Review items were selected from among all NCLB Title I, Part A requirements to ensure that the state review covers all major aspects of the law, and that the monitoring focuses – to the extent feasible – on those matters most related to the educational purposes of NCLB. While the USOE monitoring system covers a sample of items, LEAs are required to follow all legal requirements. The system has benefited from the input of Utah parents, school administrators, teachers, community groups, and others. It has undergone extensive legal and programmatic review to ensure that all items tie directly to federal law.

This handbook describes how onsite monitoring will take place on a four-year cycle for every school district and charter school participating in Title I, Part A. Onsite monitoring will be done with the participation of peer reviewers to ensure that this is a collaborative and supportive process. The onsite monitoring is complemented by an annual online system of desktop monitoring that is completed by the person authorized by the district or charter school to direct Title I, Part A programs. The USOE will monitor compliance based on a review of this desktop submission and also related data previously submitted by the LEA.

This overview of the monitoring system is followed by the key principles that guided the development of the system. That is followed by a description of the peer review model, information that will guide the LEAs and the USOE prior to an onsite review, material that provides logistical support during the onsite review, and information and tools to be used after the review is completed. The appendix contains the monitoring instrument and sample interview guides.

## **Guiding Principles**

The Utah State Office of Education has been guided by the following key principles in designing systems to support Utah's learning objectives for all students and to respond to the specific needs of schools and school districts benefiting from NCLB, Title I funds.

The monitoring and school support systems will:

- Provide credible and knowledgeable support;
- Use a clear and fair process that ensures compliance;
- Build capacity for sustainable student achievement;
- Employ a rigorous and comprehensive system;
- Be practical, relevant, and efficient; and
- Create and sustain supportive partnerships with all stakeholders.



## **The Review Process and Instruments**

### ***Desktop and Onsite Review Process***

**For the desktop review**, the LEA will review operations of Title I, Part A programs at the district and school site levels, and will assemble its own documentation. This documentation is not submitted to the USOE. Based on the annual internal review, the LEA will provide an assurance to the USOE that local documentation confirms compliance with the legal requirements. For a few items, the USOE will also examine data already on file and will make a determination of compliance.

Should the LEA indicate noncompliance on an item, there will be an opportunity to provide a brief written description of the barriers or challenges to compliance and the steps that the LEA is taking to overcome these. Any item noted as noncompliant (by the LEA or by the USOE) will be subject to a scheduled corrective action report that documents resolution of the item. Should it not be feasible to immediately resolve an issue, the LEA may submit a corrective action plan that, when approved by the USOE, becomes a compliance agreement for resolution of the issue within a specified period of time (see Figure A on Page 5).

The desktop review system will have a confidential virtual “file cabinet” where the LEA may keep documents or notes regarding program operations and specific compliance items.

The annual desktop submission will be scheduled to be operational from September 1 – November 15. Other related Title I data and document submissions are:

1. Statistical/ Performance Report – August 14
2. Comparability Report – November 20
3. Consolidated Utah Student Achievement Plan (CUSAP) – November 15
4. Consolidated State Performance Report (CSPR, referred to as the “NCLB DATA COLLECTION”) – December 1

**For the Onsite Monitoring Review**, the USOE will notify each LEA of the year in which they can anticipate an onsite review. (See the 4-Year Onsite Monitoring Schedule on Page 25.) That notification will be followed with a confirming letter, providing details on the schools to be visited and a specific visit schedule. Efforts will be made to adjust the review visit to best fit local calendars.

The USOE will designate a review team determined by the size of the LEA, and the numbers of Title I schools and participants. The review team will be led by USOE staff, who will be assisted by one or more peer reviewers. To the extent practicable, the team will be comprised of individuals with appropriate grade-level (elementary, secondary) backgrounds, and program-specific and language expertise (for example, English language learners). The team will meet at least once prior to the monitoring review in order to confirm assignments and to examine

background data, including the most recent results of state assessments, and results of prior onsite reviews, audits, and desktop monitoring reviews, etc.

Each review will start with a formal entry meeting with leadership of the LEA and will end with an exit meeting. At the exit meeting, the USOE team leader will share overall impressions, note any exemplary Title I practices that were observed by the team, and give an overview of any issues that may be found noncompliant. Within 15 working days of the review, the USOE will mail a monitoring report (Notification of Findings Report) to the LEA, detailing any noncompliant findings. That report will provide guidance on specific responses needed. The LEA will have 30 working days to respond to the report.

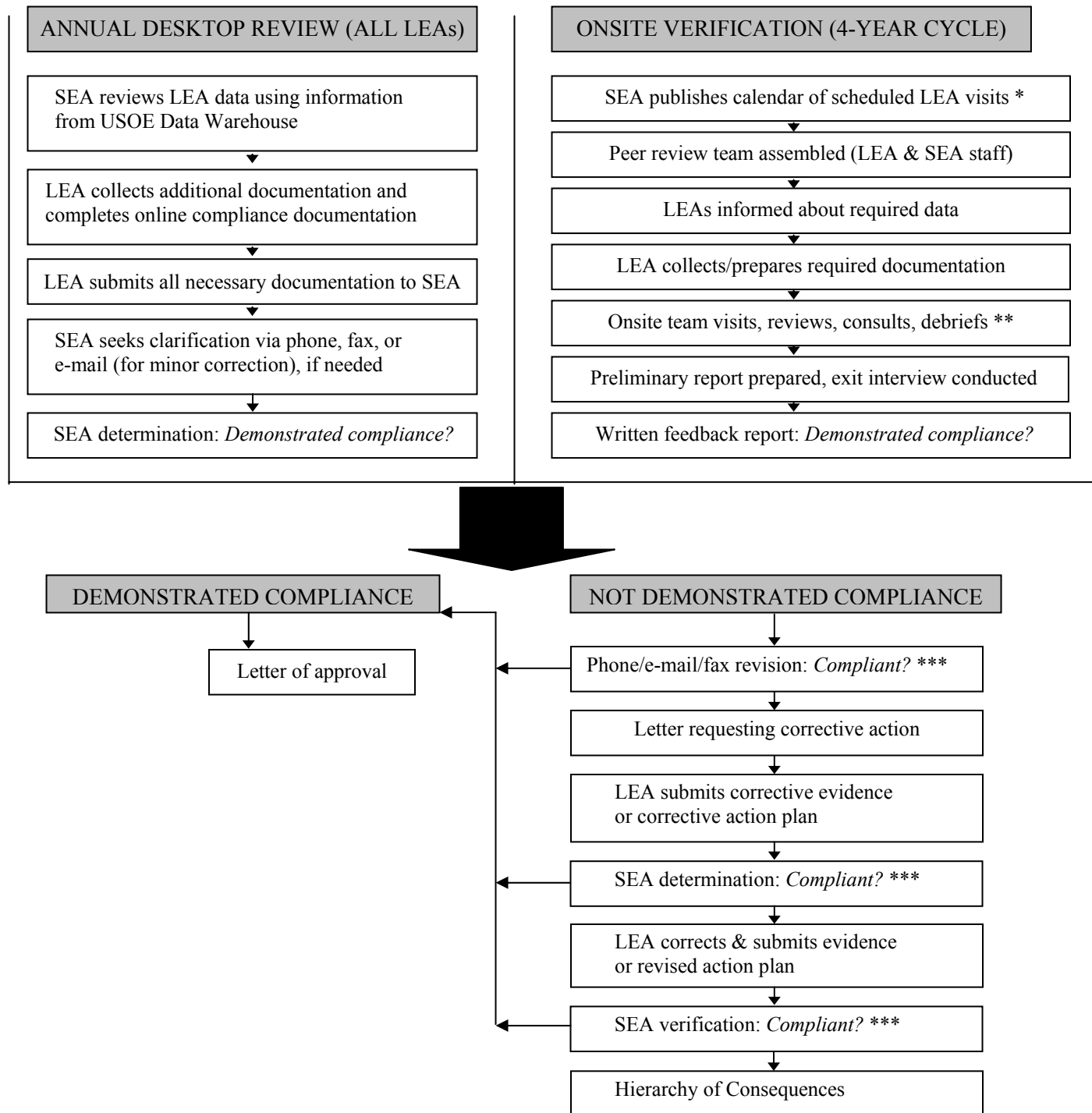
### ***Instruments***

The monitoring review system (desktop and onsite) is comprised of 56 items, most of which will be used for both the annual desktop review as well as for the onsite reviews. A few items are unique to each review type. The items are organized into ten categories, as follows:

<b>Category</b>	<b>Items</b>
1. LEA Plan and Report Card	1 – 2
2. Eligibility and Use of Funds	3 – 5
3. Schoolwide Programs*	6 – 17
4. Targeted Assistance Programs*	18 – 24
5. School Improvement*	25 – 34
6. Parent Involvement	35 – 40
7. Qualifications for Teachers and Paraprofessionals	41 – 44
8. Private Schools*	45 – 47
9. Fiscal Requirements	48 – 55
10. LEA Improvement	56

\*Reviews will be modified, depending on local circumstances and specific programs in a given LEA.

**Figure A. USOE NCLB Title I, Part A Monitoring System**



\* SEA will offer training/technical assistance (including LEA self-reviews) prior to carrying out onsite reviews.

\*\* SEA visit may be guided by AYP & UPASS achievement data as well as other data gathered via the desktop audit.

\*\*\* A determination of noncompliance may be appealed via a standardized SEA appeal process.

## **Logistics for Onsite Reviews: Title I Monitoring**

### ***Pre-Visit Procedures***

1. LEA Completes the Desktop Monitoring Instrument
2. SEA Establishes Peer Review Teams
  - Peer Reviewer Application
  - Peer Reviewer Approval Process
  - Peer Reviewer Training
    - Peer Reviewer Duties & Responsibilities
    - Peer Reviewer Compliance Determinations
  - Establish Specific Peer Review Teams
    - Calendaring
    - Determine Number & Qualifications of Peer Reviewers Needed
3. Scheduling Onsite Visits
  - Notify LEAs of Upcoming Onsite Visit
  - Submission of Title I Monitoring LEA General Information Form
  - Determine Type of Visit
    - Length of Visit
    - Number of Peer Reviewers
    - Number of Schools
  - Calendar Onsite Visits
  - Identify Peer Reviewers for Monitoring Teams
  - Send Notification to Peer Reviewers
    - Date & Time of Pre-Monitoring Conference
    - Date & Time of Onsite Visit
  - Send Notification to LEA
    - Overall Schedule
      - LEA Administrative Review
      - LEA Presentation at Entrance Meeting
      - School Visits
    - Number of Peer Reviewers
4. Pre-Monitoring Conference (1-2 weeks prior to onsite visits)
  - Review of Desktop Submission
  - Review of Other Data
  - Specific Onsite Assignments
    - Item Assignments
    - Interview Assignments
  - Logistics
    - Transportation
    - Lodging
    - Meals
    - Reimbursement Procedure

## ***Onsite Visit Procedures***

5. Entrance Conference
  - Overview of Schedule & Assignments for Onsite Visit
  - LEA provides overview of LEA Title I Program
  - SEA process for verifying compliance
    - Documentation Review
    - Interviews
6. LEA Administrative Review
  - Review of District Plans
  - Interviews
  - Review of Financial Documentation
  - Review of Personnel Documentation
  - Review of Inventory Documentation
  - Other Documentation, as needed
7. School Visits
  - Classroom Observations
  - Interviews ( Principal, teachers, para-educators, parents)
  - Review School Plans
  - Review Parent Involvement Documentation
  - Student-level Interventions
  - Other Information, as needed
8. Pre- Exit Conference
  - Commendations
  - Compliance Issues
  - Compare Documentation
9. LEA Title I Exit Conference
  - Summarize Onsite Visit
  - Commendations
  - Potential Items of Noncompliance
  - Opportunity for Compliance Response
  - Process & Timeline for Corrective Action Plans, if needed
  - LEA Evaluation of Onsite Monitoring Process

### ***Post-Visit Procedures***

10. LEA Opportunity to clarify/ resolve potential items of noncompliance (within 10 business days)
11. USOE provides Title I Monitoring Report of Findings to LEA (within 15 business days)
12. LEA submits response to Report of Findings (within 30 business days)
  - Compliance Response for items resolved, including documentation
  - Corrective Action Plans for approval
13. LEA Corrective Actions completed and verified (within 6 months)
14. SEA sends an official letter acknowledging resolution of noncompliance
15. Peer Reviewers complete evaluation of Monitoring Process

# Annual Desktop Review

## Online Submission of Title I Information

The USOE's annual desktop review is an online system that allows LEA Title I and Migrant Education officials to submit evidence and assurances of their compliance with Title I, Part A and Title I, Part C–Migrant Education requirements every year, between September 1 and November 15. This process allows each LEA in the state to regularly provide assurances to the USOE that its local documentation confirms compliance with legal requirements.

## Entering & Submitting Desktop Information

- Before starting the desktop review, the LEA should review operation of its Title I, Part A and Title I, Part C–Migrant Education programs at the district and school site levels, and assemble its own documentation.
- After engaging in this internal review, the LEA then logs in to the desktop system at <http://usoe.edgateway.net/mi> and enters a compliance status (Yes/No) for each of the legal requirements listed, adding comments and attachments where desired (see Figure B).

**Figure B. USOE Title I Desktop Monitoring Instrument, Compliance Item 6**

UTAH STATE OFFICE OF EDUCATION  
Title I Desktop Monitoring Instrument

Utah Office of Education | School Support Team |

WestEd Test District [LEA Contact Info] Welcome, Sylvie | My Profile | Logout | Home |

Need Help? [View Instructions](#) Progress: 0 of 51 items completed

Cancel Save Save and Continue

**Item 6, Legal Requirement:**

Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum).

**Topic:** Schoolwide Programs  
**References:** 20 USC §6313(b)(1)(A), 34 CFR §200.26(a), NCLB §1114(b)(1)(A)

**Compliance indicators:**

A. Do schoolwide plans show evidence of a needs assessment being conducted that includes all students as well as all required subgroups -- economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and migratory students?

B. Does the process involve a variety of data gathered from multiple sources?

C. Does the needs assessment examine teacher, school, and community strengths and needs?

D. Are the results and findings of the needs assessment described in a document?

**Potential Lines of Evidence:**

- Schoolwide plans
- Documents that were utilized in conducting needs assessment (e.g., test data, surveys, discipline reports, attendance data, etc) - Documents that describe the results and findings of the needs assessment for all subgroups

**Resources (MOCKUP)**

To assist you, the SEA has provided the following resources related to this compliance item.

- Link: [Utah State Office of Education](#)
- File: [Helpful File.pdf](#)  
Outlines useful ways to think about responding to compliance items.

**In Compliance?**  
☐ Yes ☐ No

**Comments to SEA (optional)**

**LEA File Cabinet**  
**Manage Files (optional)\***  
• [Attach New File](#)

\*NOTE: By default, evidence files are for district use only. They are not part of your instrument submission and will not be viewed by USOE or your Onsite Review Team unless you grant these groups access to them on a file-by-file basis.

- Should the LEA indicate noncompliance on any item, the “Comments to SEA” box affords an opportunity to provide a brief written description of the barriers or challenges to compliance, and the steps that the LEA is taking to overcome these challenges.
- Each LEA may also store documents or notes regarding program operations and specific compliance items in its own confidential virtual “LEA File Cabinet”, which USOE officials will not be able to access without explicit district approval.
- Local Title I officials may complete the 56 [Title I, Part A](#) legal requirements/compliance items [and the 12 Title I, Part C–Migrant Education legal requirements](#) in any order they wish, and may stop and save their progress at any time.
- LEA officials may also edit their compliance status as many times as necessary before submitting their final desktop report to the State.

### **After Desktop Submission to the State**

- Minor desktop corrections or clarifications should be clarified/resolved via phone, fax, or e-mail communication with the USOE within 10 business days.
- Within 15 business days of the desktop submission, the USOE will respond to the LEA via a cover letter, summary, and findings report.
- Upon receipt of the desktop findings from the state, the LEA must respond to the USOE within 30 business days. Any item noted as noncompliant (either by the LEA or by the USOE) will be subject to a scheduled corrective action report that documents resolution of the item.
- Once approved by the USOE, the corrective action report becomes a compliance agreement for resolution of the issue. All corrective actions must be completed and verified within 6 months, and the LEA will be able to track the status of its corrective actions via the desktop system.
- The USOE will send an official letter acknowledging resolution of noncompliance.



## Sample Desktop Monitoring Report Cover Letter

[Sample may differ slightly from actual version adopted for use in 2007–2008.]

September 15, 2007

John Smith  
USOE Sample District  
Utah

RE: USOE Sample District Title I Desktop Monitoring Report

Dear John Smith:

This letter provides the official Title I Monitoring Report based on the USOE Sample District's submission of the Desktop Monitoring Instrument on <insert date> and its follow-up review by state personnel. The Utah State Office of Education appreciates the attention your district and school staff gave to the monitoring process and their responsiveness to requests for documentation.

### SUMMARY OF FINDINGS

As a result of the desktop instrument review, the Title I Review Team identified the following items for which USOE Sample District is to be commended:

- USOE Sample District submitted detailed Title I, Part A [and Title I, Part C–Migrant Education](#) budgets, inventories, and time and effort documentation via its LEA File Cabinet.

This report identifies for each compliance item a determination of finding. The determinations are outlined below:

- Met Requirement: 40 of 44 items  
The evidence reviewed demonstrated compliance.
- Findings of Noncompliance: 4 Findings (Items 8, 17, 33, 53)  
The evidence reviewed did not demonstrate compliance.
- Not Applicable: 12 items  
The local education agency does not have programs or conditions relevant to the specific requirement.

[\\*Applicable to LEAs that receive Title I, Part C–Migrant Education funds:](#)

- [Met Requirement: 8 of 10 Title I, Part C–Migrant Education items](#)
- [Findings of Noncompliance: 2 Finding \(Title I, Part C–Migrant Education Items 7, 8\)](#)
- [Not Applicable: 0 items](#)

## **CORRECTIVE RESPONSE(S) OR CORRECTIVE ACTION PLAN(S) AND TIMELINES**

For each finding of noncompliance, the LEA is required to provide a Corrective Response or Corrective Action Plan within 30 business days of receipt of this report. All Corrective Action Plans must result in demonstrated compliance within 180 business days.

### **Corrective Response**

If the LEA is able to resolve the issue of noncompliance within the 30 business-day period, the LEA may submit appropriate documentation through a Corrective Response (CR). The CR must include the following information:

- Identify the LEA staff responsible, including title.
- Identify each specific Title I, Part A [and/or Title I, Part C–Migrant Education](#) noncompliance finding.
- Describe the specific corrective action(s) taken to resolve each noncompliance finding.
- Show the completion date of corrective action(s).
- Include documentation that demonstrates compliance.
- Include the signature of the authorized agent of the LEA.

### **Corrective Action Plan**

If the LEA is unable to resolve the issue of noncompliance within the 30 business-day period, the LEA must submit a Corrective Action Plan (CAP). The CAP must include the following information:

- Identify the LEA staff responsible, including title.
- Identify each specific Title I, Part A [and/or Title I, Part C–Migrant Education](#) noncompliance finding.
- Describe the specific corrective action(s) to be taken to resolve each noncompliance finding.
- Show the proposed completion date of corrective action(s).
- Identify the future documentation that will be submitted to demonstrate compliance.
- Include the signature of the authorized agent of the LEA.

If the LEA feels that any findings of noncompliance were inaccurate, the LEA has 15 business days to provide a written appeal with documentation demonstrating LEA compliance with the issue in question. Written appeals are to be submitted to Karl Wilson, State Director of Title I Programs. The Utah State Office of Education will provide formal written notification that the proposed LEA Appeal, CR, or CAP has been accepted or is in need of revision.

Sincerely,

Karl Wilson  
State Director of Title I Programs

Kreig Kelley  
Title I Monitoring Specialist

[Max Lang](#)  
[Migrant Education Specialist](#)

## Sample Summary of Desktop Review Findings

[Sample may differ slightly from actual version adopted for use in 2007–2008.]

UTAH STATE OFFICE OF EDUCATION  
Title I, Part A and Title I, Part C–Migrant Education Monitoring Report:  
Summary of Desktop Review Findings  
USOE Sample District  
2007–2008

*Please Note: For all monitoring items for which there is a Finding of Noncompliance, please submit Corrective Response or Corrective Action Plan within 30 business days to USOE Title I Director Karl Wilson. Electronic templates for the Corrective Response or Corrective Action Plan are available online at <http://usoe.edgateway.net/mi>.*

### MET REQUIREMENTS

- Item 1: LEA report card prepared and disseminated.
- Item 2: LEA plan developed in consultation with stakeholders.
- Item 3: LEA uses Title I funds in eligible schools.
- Item 4: LEA uses single measure of poverty for Title I purposes.
- Item 5: LEA sets aside Title I funds for homeless children, where appropriate.
- Item 6: Schoolwide projects conduct comprehensive needs assessment.
- Item 7: Schoolwide programs implement schoolwide reform strategies.
- Item 9: High quality professional development is provided in schoolwide programs.
- Item 10: Strategies are implemented to attract highly qualified teachers in schoolwide programs.
- Item 12: Teachers are included in assessment decisions in schoolwide programs.
- Item 13: Schoolwide programs implement strategies to identify and serve struggling students.
- Item 14: Schoolwide programs coordinate with federal, state, and local programs.
- Item 15: Schoolwide programs have comprehensive plans for reforming instruction.
- Item 16: Schoolwide plans are developed with the involvement of parents and others.
- Item 25: LEA provides an annual report of student data for all Title I schools.
- Item 27: For schools identified as in need of improvement, the LEA provides school choice options.
- Item 28: Low achieving children from low income families have priority in school choice options.
- Item 29: LEA provides schools the opportunity to review data before identification for improvement.
- Item 30: Schools identified as in need of improvement consult with parents and others to revise school plans.
- Item 31: LEA provides technical assistance to Title I schools in need of improvement.
- Item 32: LEA makes supplemental education services available to students in schools in Year 2 of school improvement.

- Item 34: LEA provides appropriate funding for school choice or supplemental education services.
- Item 35: LEA parent involvement policy was developed jointly with parents of participating children.
- Item 36: For LEAs receiving \$500,000 or more, 1% is set aside for parental involvement.
- Item 37: Title I schools develop a school parent involvement policy with parent input.
- Item 38: Title I schools provide for the involvement of parents.
- Item 39: Title I schools develop a school–parent compact with parent input.
- Item 41: Paraprofessionals in Title I schools are highly qualified.
- Item 43: LEA annually notifies parents that they may request information regarding teacher qualifications.
- Item 44: LEA sets aside appropriate allocation for professional development.
- Item 45: LEA consults with nonpublic school officials.
- Item 46: LEA provides equitable services to eligible nonpublic school children.
- Item 47: LEA reserves adequate funding to provide services to eligible nonpublic school children.
- Item 48: LEA maintains its fiscal effort.
- Item 49: LEA uses Title I funds to supplement and not supplant state and local funding.
- Item 50: LEA provides services to Title I schools that are comparable to services in non-Title I schools.
- Item 51: Time and effort documentation supports Title I staffing expenditures.
- Item 52: LEA provides timely certifications of Title I employee work assignments.
- Item 54: LEA resolves any single audit findings within 6 months.
- Item 55: Title I expenditures are reasonable and allowable.

**For LEAs that receive Title I, Part C–Migrant Education funds:**

- Item 1: All children served with Title I, Part C–Migrant Education funds have been found eligible.
- Item 2: Procedures are followed to accurately identify and recruit eligible students.
- Item 3: The LEA identifies the unique needs of migrant students.
- Item 4: A Title I, Part C–Migrant Education Program has been specifically designed to meet the unique educational needs of migratory children.
- Item 5: Priority has been given to migratory children who are failing or most at risk of failing to meet State academic standards, and whose education has been interrupted during the regular school year.
- Item 6: At no cost, the LEA has made student records available upon request to other LEAs and/or SEAs.
- Item 9: The statewide MEP evaluation was used to improve the services provided to migratory children.
- Item 10: Migrant education funds have been first used to meet the identified needs of migratory children.
- Item 11: Other funded programs have been coordinated with Title I, Part C–Migrant Education programs.
- Item 12: Consultation with and inclusion of Private Schools has occurred.

## **NOT APPLICABLE FOR THIS LEA**

- Item 11: Applies only to onsite review.
- Items 18–24: LEA does not have targeted assistance schools.
- Item 26: Applies only to onsite review.
- Item 40: Applies only to onsite review.
- Item 42: Applies only to onsite review.
- Item 56: LEA is not identified for improvement.

### **For LEAs that receive Title I, Part C–Migrant Education funds:**

- All items are applicable to LEAs receiving Title I, Part C–Migrant Education funds.

## **FINDINGS OF NONCOMPLIANCE**

- Item 8: Instruction in schoolwide programs is not provided by highly qualified staff.
- Item 17: Schoolwide plans are not available to the public in an understandable and uniform format.
- Item 33: LEA does not provide adequate parent notification for schools in corrective action or restructuring.
- Item 53: LEA does not maintain the required inventory of Title I equipment.

### **For LEAs that receive Title I, Part C–Migrant Education funds:**

- Item 7: Parents of eligible migrant students were not involved in the planning and operation of Title I, Part C–Migrant Education Programs.
- Item 8: LEA did not provide evidence of outreach activities.

## Sample Desktop Review Findings Report

[Sample may differ slightly from actual version adopted for use in 2007–2008.]

Utah State Office of Education  
Title I, Part A Monitoring Report: Desktop Review Findings  
USOE Sample District  
2007–2008

Submitted by: John Smith

SEA Review: Kreig Kelley

### **Desktop Instrument Summary**

Are you a charter school?	No
Do you have approved Schoolwide programs in your LEA?	Yes
Do you have approved Targeted Assistance programs in your LEA?	No
Do you have Title I Schools identified as In Need of Improvement?	Yes
Does your LEA receive \$500,000 or more in Title I Part A funds?	Yes
Are there any private schools within the boundaries of your school district?	Yes
Do you provide Title I services to private school children?	Yes
Has the LEA been identified as in need of improvement?	No
Does the LEA receive Title I, Part C–Migrant Education funds?	Yes

### **Desktop Submission Summary: Title I, Part A Compliance Items**

<b>Topic</b>	<b>Number of Items in Compliance</b>	<b>Number of Items Not in Compliance</b>
LEA Plan and Report Card	2	0
Eligibility and Use of Funds	3	0
Schoolwide Programs	9	2
School Improvement	8	1
Parent Involvement	5	0
Qualifications for Teachers and Paraprofessionals	3	0
Private Schools	3	0
Fiscal Requirements	7	1

**For LEAs that receive Title I, Part C–Migrant Education funds:**

**Desktop Submission Summary: Title I, Part C–Migrant Education Compliance Items**

<b>Topic</b>	<b>Number of Items in Compliance</b>	<b>Number of Items Not in Compliance</b>
Identification & Recruitment	2	0
Needs Assessment	1	0
Service Delivery Including Provision of Services and Coordination	3	0
Parent Involvement	0	2
Program Evaluation	1	0
Fiscal Requirements	2	0
Private Schools	1	0

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## Peer Review Model

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### Peer Review Model

Onsite monitoring will be done with the participation of peer reviewers to ensure that this is a collaborative and supportive process. The peer review model is intended to provide additional resources to complement the few USOE Title I staff available. By participating as peer reviewers, LEA staff will increase their own awareness of Title I requirements and effectiveness of programs, and will be better prepared to operate effective and efficient Title I programs in their own settings. Peer reviewers may be either current or former Title I directors and others with documented expertise in the operation of Title I programs.

## TITLE I ONSITE MONITORING PEER REVIEWER APPLICATION

### ***Part I – Contact Information***

Name:		
Home Address:		
Daytime Phone:	FAX:	E-mail:
Work Address:		
Work Phone:	FAX:	E-mail:
Current Position:		

### ***Part II – Availability***

Check all that apply:

- ☐ Full time                      ☐ Part time  
☐ Willing to travel throughout all areas of Utah

(or)

Willing to travel only to the following areas:

Check those that apply:

<input type="checkbox"/> <b>Northern Utah:</b> Box Elder                      Ogden Cache                         Park City Morgan                        South Summit North Summit                Weber	<input type="checkbox"/> <b>Wasatch Front and Western Counties:</b> Davis                            Murray Granite                         Salt Lake Jordan                          Tooele
<input type="checkbox"/> <b>Southern Wasatch Front:</b> Juab Utah Wasatch	<input type="checkbox"/> <b>Eastern Utah:</b> Daggett Duchesne Uintah
<input type="checkbox"/> <b>Southwestern Utah Counties:</b> Beaver                         Millard Iron                             Washington	<input type="checkbox"/> <b>Southeastern Utah:</b> Carbon                         Grand Emery                          San Juan
<input type="checkbox"/> <b>South Central Utah Counties:</b> Garfield                       Sanpete Kane                            Sevier Piute                            Wayne	

### **Part III – Special Areas of Expertise and Experience**

Check each area listed below in which you have experience and list the years of experience. The information you provide in this chart will be publicly available on the USOE website. Please make sure your resume includes, but is not limited to this information.

<b>Expertise and Experience</b>	<b>Check</b>	<b>Years of Experience</b>
Principal of a Title I School		
Teacher in a Title I School		
LEA Title I Director		
Evaluation and Assessment		
Special Education		
Peer Coaching and Mentoring		
Migrant Education		
Curriculum Development/ Revision		
Department Head (English, Language Arts, Math, etc.)		
Development of Assessments		
Data Analysis		
Parent Teacher Organization		

<b>Expertise and Experience</b>	<b>Check</b>	<b>Years of Experience</b>
Teacher Evaluation		
Improvement Planning (School or Program)		
Successful School Reform		
English Language Learners		
Work in High Poverty Schools		
Reading/Literacy		
Mathematics		
Professional Development or Training		
Curriculum Implementation		
Budgeting and Other Fiscal Experience		
School Site Council		
Other (Describe):		

### **Part IV – Additional Information**

Please include the following items with your application:

1. Current resume.
2. Contact information for two individuals familiar with your professional work.

Please submit your application and resume via e-mail to Kreig Kelley ([kreig.kelley@schools.utah.gov](mailto:kreig.kelley@schools.utah.gov)).

USOE/Title I Form A

## Notification to Peer Review Team Members

[Date]

[Peer Reviewer], [Title]

[Agency]

[Address]

[City], [State] [Zip]

Dear Colleague:

It is our distinct pleasure to inform you that you have been selected as a Utah State Office of Education Title I Monitoring Team Peer Reviewer. We had many fine applicants for this position, and your application was among those selected for invitation to the team.

This letter is to inform you of a Title I Peer Review Training Seminar to be held at place on date at time. The session will end promptly at time. This is a mandatory training, and your participation is essential for a successful peer review process. We hope you will be able to participate in the training and become a part of our pool of Peer Review team members. You will be invited to serve on at least one Title I Onsite Monitoring team.

In addition to the training commitment, we are also asking you to participate in a mandatory team meeting to be scheduled later for approximately two hours at a mutually agreed-upon time for all team members. While there is some flexibility with regard to the scheduling of this event, your participation in this pre-visit event is also essential for a quality monitoring review. The purposes of this meeting will be to confirm assignments and review relevant background data about the district/charter school. These meetings will be scheduled approximately 1 to 2 weeks prior to the scheduled onsite review visit.

The site visits themselves will consist of 1 to 3 days at a district or charter school. We really need your commitment to the full duration of the site visit. Site visits will consist of an entry meeting, document analysis, observations, interviews in the district's offices, schools and classrooms, and an exit meeting. The team will provide input in the development of a report for the district to be submitted 15 business days after the review.

The USOE Title I staff recognizes that you have the qualifications to make a positive difference in student achievement in Title I schools and appreciates your willingness to participate as a Title I monitoring peer reviewer.

We look forward to meeting with you.

Respectfully,

Karl Wilson  
State Director of Title I Programs

Kreig Kelley  
Title I Monitoring Specialist

## Timeline for Compliance Monitoring Team Visits

Typically, being part of a compliance monitoring team means a commitment of 4 to 5 days. The first day involves training. All peer reviewers must participate in a mandatory 1 day training. This training will cover tools, protocols, scheduling, reporting, and addressing problems or concerns. Participants will understand the system that will be used to monitor compliance in participating districts. The second day is for the district peer review team to meet and plan for the visit. Background materials, details about the district, scheduling interviews, observations and document analysis, and other logistics will be covered at these meetings. Each review team will convene its own meeting prior to the visit. The monitoring visits themselves will be from 1 to 3 days in duration. The visit will start immediately on the first day with an entrance meeting, and will continue as long as necessary, depending on the size of the district and/or the size of the monitoring team. The final day of the visit will be used for wrap-up of details and will include an exit meeting.

Peer Review Team Member Training	District Peer Review Team Meeting/ Pre-visit Meeting	Entrance Meeting; Site Visit	Site Visit	Site Visit Wrap-up; Exit Interview Meeting
1 Day	2 hours	First Day	Additional day as needed	Last Day
Scheduled annually	1 to 2 weeks prior to onsite visit			

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**4-YEAR ONSITE MONITORING SCHEDULE**

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<b>Pilot 2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Davis	Alpine	Cache	Beaver	Carbon
Grand	Emery	Garfield	Box Elder	Davis
Granite	Iron	Kane	Duchesne	Grand
Nebo	Juab	Murray	Morgan	Granite
	Logan	N. Sanpete	N. Summit	Jordan
	Rich	Piute	Park City	Millard
	S. Summit	San Juan	Provo	Nebo
	Tooele	Uintah	Sevier	Ogden
	Weber	Wasatch	Tintic	Salt Lake
		Wayne	Washington	S. Sanpete
<i>Charter</i>	<i>Charters</i>	<i>Charters</i>	<i>Charters</i>	<i>Charters</i>
Pinnacle Canyon	AMES	N. Davis Prep.	Walden	Pinnacle Canyon
	NUAMES	City Academy	Syracuse Arts	Entheos
	Freedom Academy	North Star	Wasatch Peak	Uintah River
	DaVanci	Ogden Prep.	Renaissance Academy	East Hollywood

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## Confirming Letter to LEA

[Date]

[LEA Title I Director], [Title]

[Agency]

[Address]

[City], [State] [Zip]

Dear Colleague:

This letter starts the Utah Title I Part A Compliance Monitoring System for this school year. The system consists of two components:

1. The Desktop Monitoring Process
2. The Onsite Visit Process

We are asking each site to complete the Desktop Monitoring Process by November 15. You will receive further information about the process for completing the Desktop Monitoring Process online.

Also, we would like you to complete the attached Categorical Program Monitoring form and return it to us within 15 working days. This form will allow us to schedule visits at a time that is most convenient for you.

We have tentatively selected the following Title I schools in your district for this monitoring process: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. However, we appreciate your input in the selection of schools to be monitored. Do you have other schools you would like the team to visit? The USOE will make the final determination regarding site visits. It is important that you notify the selected schools in a timely manner of the monitoring date(s).

Thank you for volunteering to be a part of this important process.

Please contact us if there are any questions or concerns. We will finalize or clarify any monitoring issues or details that you may have by telephone, FAX, or e-mail.

Sincerely,

Karl Wilson  
State Director of Title I Programs

Kreig Kelley  
Title I Monitoring Specialist



## Title I Monitoring LEA General Information Form

A completed form is requested for each district/charter school. This will enable us to schedule visits in a convenient manner.

Please send the completed form via:

e-mail to: [kreig.kelley@schools.utah.gov](mailto:kreig.kelley@schools.utah.gov)  
fax to: (801) 538-7991, or  
mail to: Kreig Kelley  
Title I Monitoring Specialist  
Utah State Office of Education  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200  
Phone: 801-538-7975

### Please Enter LEA Coordinator Information

LEA: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Street: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Ext.: \_\_\_\_\_ FAX: \_\_\_\_\_

E-Mail address: \_\_\_\_\_

Web Address: \_\_\_\_\_

Access to video conferencing: ☐ Yes ☐ No

Access to teleconferencing: ☐ Yes ☐ No

### *PLEASE COMPLETE CALENDAR DATES FOR YOUR LEA*

Schedule for the LEA:

	School Year	Winter Break	Spring Break	Other (description & date)
Beginning	____/____	____/____	____/____	_____
Ending	____/____	____/____	____/____	_____

Observed Holiday Dates:

____/____	____/____	____/____	____/____	____/____	____/____
____/____	____/____	____/____	____/____	____/____	____/____

**Dates of district activities that could interfere with the visit (e.g., state testing, semester exams; staff development and release days; other reviews):**

<b>Beginning Date</b>	<b>End Date</b>	<b>Activity</b>	<b>Beginning Date</b>	<b>End Date</b>	<b>Activity</b>
____/____/____	____/____/____	_____	____/____/____	____/____/____	_____
____/____/____	____/____/____	_____	____/____/____	____/____/____	_____
____/____/____	____/____/____	_____	____/____/____	____/____/____	_____

Other Comments:

## Team Leader Checklist

This checklist is used to plan and then reflect on the onsite review. It also documents procedures used to ensure that the USOE monitoring of Title I requirements supports the six key principles for the monitoring system.<sup>1</sup>

Route to:	K. Wilson	File	Notes
Initials/Date:			

LEA:	Dates of Review:
LEA Coordinator:	
Telephone: (    )	Fax: (    )
E-mail:	
Team Lead:	
Team Members:	

### ***Part I – Preparation and Conduct of Review***

Team leader completes both pages of this form:	
	Date I contacted the LEA coordinator to confirm the onsite review schedule and request any needed district or school maps.
	Date I finished contacting all team members, including peer reviewers, to confirm the schedule and prepare for the review.
	Date I received the completed desktop monitoring report, school plans, and all related materials from the LEA.
	Date and time that I conducted the preliminary team meeting prior to the review.
	Date and time of the LEA exit meeting.
	Date that the Draft Notification of Findings Report was completed and submitted to the USOE Title I Director for review and approval.
	Date that the approved Notification of Findings Report was mailed to the LEA.

<sup>1</sup> Provide credible and knowledgeable support. Use a clear and fair process that ensures compliance. Build capacity for sustainable student achievement. Employ a rigorous and comprehensive system. Be practical, relevant, and efficient. Create and sustain supportive partnerships with all stakeholders.

## Part II – Reflection on Review

### Commendation (if any):

The Title I Monitoring Team recommends that the LEA receive a commendation letter (Draft attached) for the following:

\_\_\_ Exemplary self-review or preparation for the monitoring visit.

\_\_\_ Exemplary practices.

### Assessment of the LEA preparation:

1. To what extent did the LEA desktop review reflect what the onsite monitoring team found in the LEA?

Consistently inaccurate ☹	Circle one: 1   2   3   4   5	Most accurate ☺
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2. The onsite monitoring review went well in the following respects: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The team and I had the following problems with the review: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. We recommend the following: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Team Leader Signature:</b>	<b>Date:</b>	<b>Title I Director Signature:</b>	<b>Date:</b>

USOE/ Title I Form C

**Materials for USOE Title I Monitoring Team  
Pre-Review Preparation**

<b>LEA:</b>	<b>County:</b>
<b>LEA Coordinator:</b>	
Telephone: (    )        -	Dates of USOE Monitoring Review:
Fax: (    )        -	Date of Pre-Review Team Meeting:
E-mail:	USOE Team Lead:

Materials	Data Source	Check (x) Indicates Received:
1. Highly qualified teacher data	CACTUS	
2. Highly qualified paraprofessionals data	CACTUS	
3. Title I Eligibility Report	CUSAP	
4. Title I Budget	CUSAP	
5. Title I Statistical/ Performance Report	Report	
6. Title I Comparability Report	Report	
7. Academic performance – AYP	UPASS/ other assessment data	
8. Title I Monitoring Desktop Review	Date(s) last submitted By LEA:	
9. Prior Onsite reviews	Notification of findings (if any).	
10. Audits of Title I or other federal programs (prior 5 years).	Audit report	
11. Demographic and enrollment data (Special Ed, Gifted, ELLs, etc.).		
12. OTHER (specify)		

Comments/ other data needs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Team Leader Signature:</b>	<b>Date:</b>	<b>Title I Director Signature:</b>	<b>Date:</b>

USOE/Title I Form D

### **Factors That Determine Size of Peer Review Team**

- The number of Title I schools in the LEA
- The number of Title I schools on school improvement
- The school improvement curriculum focus
- The grade levels of Title I schools
- The qualifications of the peer review team
- The distance of the LEA from peer review members

## Onsite Review School Sampling Plan and Allocation of Reviewers

In order to conduct effective and useful Compliance Monitoring Team visits, there needs to be a sufficient number of team members to complete the work in a timely fashion. At least two team members will visit every LEA, even in the smallest Utah school districts or charter schools. This ensures that reports can be completed in a timely fashion and enhances the reliability and validity of the process as well as building capacity across the state.

The following table illustrates typical team configurations based upon the number of schools in the district to be visited.

<b>Number of Title I Schools</b>	<b>Number of Schools to be Visited</b>	<b>Number of Team Members</b>	<b>Number of Days</b>
1	1	2	1 to 1 1/2
2-5	2	2-4	1 1/2 to 2
6-10	4	4	2
11+	6	4	2 1/2 to 3

Geographic location is also a consideration. For peer reviewers who live considerable distances from sites, travel time and accommodations will have to be addressed. It is extremely important that all team members be present for the entire duration of the site visits. Punctuality and continuous attendance are important to ensure that the reviews are of high quality and completed in a timely manner.

The USOE Team Lead will collaborate closely with the LEA in the selection of the schools to be visited. For example, if a district has a school that is in corrective action, there may be a particular justification to visit that school. As another example, schools where complaints related to Title I compliance issues have been filed or where there were previous unresolved audit findings should also be visited. Every effort will be made to respect local conditions and circumstances. However, the USOE will make the final determination regarding site visits.

## Steps for LEAs to Prepare for Effective Onsite Monitoring Reviews

### *Preparing for an Effective Onsite Review*

#### **Before the Review**

**Complete the Desktop Monitoring Instrument.** The Desktop Monitoring Instrument is a tool that will be completed by all school districts in the state. While this tool takes some time and effort to complete the first time, it is well worth the effort because it helps districts comply with the law, it helps improve schools and districts, and it prepares a district for onsite reviews. Also, after the instrument is completed for the first time, it is easier for districts to track the information needed to respond in subsequent years.

**Notify all schools and LEA staff involved.** A series of observations, interviews, and document analyses are used by Compliance Monitoring Team members to determine whether the district is meeting the requirements of the law. These interviews, observations, and document analyses also take some time, so it is important that LEA and school building staff be alerted to the timelines involved. It is USOE's intent to make the process and expectations very clear; including what will be monitored during visits. LEA personnel and school building staff should not be surprised during team visits.

**Attend USOE Training on Compliance Monitoring Reviews.** USOE will conduct trainings for LEAs involved in Compliance Monitoring. These trainings will cover scheduling, procedures and processes, reporting formats, dealing with findings and other important logistics of site visits.

**Submit the Title I Monitoring LEA General Information Form.** This form needs to be submitted to USOE within 15 business days of receipt. This document allows USOE to schedule monitoring visits in a reasonable timeframe, and avoids conflicts with other important school events.

#### **During the Review**

**Entrance Meeting.** Entrance meetings with key district personnel typically take about 1 1/2 hours. District staff who are familiar with Title I operation in the school district are interviewed during this time to collect vital information, set the frame for the rest of the visit, and establish rapport. The meeting acquaints staff with the team, it provides an opportunity to familiarize district staff with the purposes and goals of the visit, and allows them to talk about the big picture at the district level.

**Interview District Staff.** About three hours are necessary with district staff who are most familiar with the operation of Title I in the district to discuss LEA policies, procedures, records, and other documentation used to ascertain compliance.

**Building Site Visits.** The USOE selects school sites to be visited during the review in collaboration with the LEA. These site visits take from 1/2 to a full day. They consist of observations, interviews, and some document analyses as appropriate. The principal/leadership



is interviewed, as are Title I teachers and staff. Parents of children in the program may also be interviewed or asked to participate in a focus group. Most important, classrooms and other program activities will be observed during the site visits. It is USOE's intent that reviewers involved become very familiar with the day-to-day operations of schools.

### **Exit Meeting**

The LEA Superintendent/Charter School Director is encouraged to participate in the exit meeting. The exit meeting will take place at the end of the visit. At that time, the team will provide district leadership with a preliminary review of the findings. Areas of potential noncompliance will be discussed and suggestions for resolutions of identified issues will be made. Technical assistance will also be offered for LEAs to help them meet the requirements of the law.

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## Onsite Monitoring Team Leader Tasks and Responsibilities

**USOE Title I staff will serve as Team Leaders for the Onsite Monitoring.** They will typically be supported by one or more team members from the USOE or by designated peer reviewers.

### ***Before the monitoring review and throughout the process:***

- Contact the LEA coordinator at least six weeks prior to the review to confirm the overall review schedule. Discuss tentative schedule, confirm dates, locations, and meeting times.
- Assist in the development of the detailed onsite monitoring schedule, including accommodations and other logistics.
- Identify documents, data, or materials necessary for team members to have prior to the onsite monitoring visit.
- Review and finalize onsite monitoring and logistics at least two weeks prior to the visit.
- Receive and review onsite monitoring materials.
- Coordinate onsite monitoring within the assigned LEA.
- Serve as a point of contact for LEAs.
- Respond to the needs of LEAs as they relate to the onsite monitoring process.
- Facilitate team meetings before, during, and after the onsite visit.
- Keep onsite monitoring team members informed about arrangements for the onsite monitoring visit.
- Facilitate team meetings to review data and documentation prior to the onsite monitoring visit.
- During team meetings identify areas of team concerns, if any, and develop strategies for the onsite monitoring visit.
- Request additional program staff when needed (e.g., due to illness or if a schedule requires it).
- Support the continual improvement of the onsite monitoring process.
- Support other onsite monitoring team leaders.

### ***During the monitoring review:***

- Ensure that all scheduled activities are carried out consistent with the onsite monitoring schedule and with the monitoring system **Guiding Principles**<sup>2</sup>.
- Convene and chair team meetings including entrance/exit meetings and daily debriefings.
- Handle questions in the event of media inquiries and, when necessary, direct communication to the USOE Title I Director or the USOE public information officer.
- Offer assistance to resolve issues of noncompliance.

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<sup>2</sup> See Page 2, Guiding Principles.

***After the monitoring review:***

- Ensure that a final draft “Onsite Review Findings” report is prepared within 10 business days of the last day of onsite monitoring, noting any commendations and any noncompliant items. Forward this draft to the USOE Title I Director for review and approval.
- Ensure that the final “Onsite Review Findings” report contains all required signatures (USOE Team Lead, team members (via FAX, if necessary), and USOE Title I Director.
- After review and approval of the report by the USOE Title I Director, ensure that the report is mailed to the LEA within 15 business days of the final day of onsite monitoring.
- Review all available documents that indicate status of LEA responses.
- Contact onsite monitoring team members, as necessary, to clarify issues of noncompliance identified during the onsite monitoring review.
- Collaborate with the LEA Title I Director to promote timely resolution of noncompliant issues.
- Complete post onsite monitoring visit evaluation.
- Facilitate post onsite monitoring team meeting, if necessary.

## **Onsite Monitoring Team Member Tasks and Responsibilities**

### ***Before the review:***

- Participate in pertinent onsite monitoring trainings.
- Participate in all team development activities pertaining to the onsite monitoring visit.
- Attend all scheduled meetings of the onsite monitoring visit in a timely manner.
- Prepare for the onsite monitoring visit by reviewing the provided background materials prior to the onsite monitoring visit.

### ***During the review:***

- Function as a program expert and be responsible for monitoring the program areas assigned.
- Refer questions and concerns regarding compliance to onsite review team leader.
- Avoid providing personal interpretations of federal Title I requirements.
- Conduct the onsite monitoring visit, following USOE procedures, and under the supervision of the team leader.
- Identify and assist in the reporting of areas of noncompliance.
- Work cooperatively with the team leader and other team members before, during, and after the onsite monitoring visit.
- Use appropriate professional standards and compliance ethics while interacting with LEA staff and other team members.
- Report to the team leader by the scheduled time.

### ***After the review:***

- Review the final report.
- Sign the report along with other team members.

### 1 to 1 1/2 Day Onsite Monitoring Visit Schedule A

LEAs with 1 Title I School

# Title I Schools to Visit: 1

# Title I Onsite Review Team Members: 2

Time	Activity	Location	Personnel
Day 1			
8:00 a.m.	LEA Entrance Meeting	LEA Office	Entire Review Team
9:00 a.m.	Title I School Review	Title I School	Entire Review Team
12:00 p.m.	Lunch	TBA	Entire Review Team
1:00 p.m.	LEA Administrative Review	LEA Office	Entire Review Team
3:30 p.m.	Peer Review Team Debrief	LEA Office	Entire Review Team
Day 2			
8:30 a.m.	LEA Administrative Review (cont.)	LEA Office	Entire Review Team
10:00 a.m.	SEA Pre-Exit Meeting	LEA Office	Entire Review Team
11:00 a.m.	LEA Exit Meeting	LEA Office	Entire Review Team

### 1 1/2 to 2 Day Onsite Monitoring Visit Schedule B

LEAs with 2-5 Title I Schools

# Title I Schools to Visit: 2

# Title I Onsite Review Team Members: 2-3

Time	Activity	Location	Personnel
Day 1			
8:00 a.m.	LEA Entrance Meeting	LEA Office	Entire Review Team
9:00 a.m.	Title I School Review – School A	Title I School A	Entire Review Team
12:00 p.m.	Lunch	TBA	Entire Review Team
1:00 p.m.	LEA Administrative Review	LEA Office	Entire Review Team
3:30 p.m.	Peer Review Team Debrief	LEA Office	Entire Review Team
Day 2			
8:30 a.m.	Title I School Review – School B	Title I School B	Entire Review Team
12:00 p.m.	Lunch	TBA	Entire Review Team
1:00 p.m.	LEA Administrative Review (cont.)	LEA Office	Entire Review Team
2:30 p.m.	SEA Pre-Exit Meeting	LEA Office	Entire Review Team
4:00 p.m.	LEA Exit Meeting	LEA Office	Entire Review Team

## 2 Day Onsite Monitoring Visit Schedule C

LEAs with 6-10 Title I Schools

# Title I Schools to Visit: 4

# Title I Onsite Review Team Members: 4

Time	Activity	Location	Personnel
Day 1			
8:00 a.m.	LEA Entrance Meeting	LEA Office	Entire Review Team
9:00 a.m.	Title I School Review – School A	Title I School A	Peer Team A
9:00 a.m.	Title I School Review – School B	Title I School B	Peer Team B
12:00 p.m.	Lunch	TBA	Entire Review Team
1:00 p.m.	LEA Administrative Review	LEA Office	Peer Team A
1:00 p.m.	Title I School Review – School C	Title I School C	Peer Team B
3:30 p.m.	Peer Review Team Debrief	LEA Office	Entire Review Team
Day 2			
8:30 a.m.	LEA Administrative Review (cont.)	LEA Office	Peer Team A
8:30 a.m.	Title I School Review – School D	Title I School D	Peer Team B
12:00 p.m.	Lunch	TBA	Entire Review Team
1:00 p.m.	SEA Pre-Exit Meeting	LEA Office	Entire Review Team
3:00 p.m.	LEA Exit Meeting	LEA Office	Entire Review Team

## 2 1/2 Day Onsite Monitoring Visit Schedule D

LEAs with 11+ Title I Schools

# Title I Schools to Visit: 6

# Title I Onsite Review Team Members: 4

<b>Time</b>	<b>Activity</b>	<b>Location</b>	<b>Personnel</b>
<b>Day 1</b>			
8:00 a.m.	LEA Entrance Meeting	LEA Office	Entire Review Team
9:00 a.m.	Title I School Review – School A	Title I School A	Peer Team A
9:00 a.m.	Title I School Review – School B	Title I School B	Peer Team B
12:00 p.m.	Lunch	TBA	Entire Review Team
1:00 p.m.	LEA Administrative Review	LEA Office	Peer Team A
1:00 p.m.	Title I School Review – School C	Title I School C	Peer Team B
3:30 p.m.	Peer Review Team Debrief	LEA Office	Entire Review Team
<b>Day 2</b>			
8:30 a.m.	Title I School Review – School D	Title I School D	Peer Team A
8:30 a.m.	Title I School Review – School E	Title I School E	Peer Team B
12:00 p.m.	Lunch	TBA	Entire Review Team
1:00 p.m.	LEA Administrative Review (cont.)	LEA Office	Peer Team A
1:00 p.m.	Title I School Review – School F	Title I School F	Peer Team B
3:30 p.m.	Peer Review Team Debrief	LEA Office	Entire Review Team
<b>Day 3</b>			
8:30 a.m.	SEA Pre-Exit Meeting	LEA Office	Entire Review Team
11:00 a.m.	LEA Exit Meeting	LEA Office	Entire Review Team



## Schoolwide Plan Checklist

School: \_\_\_\_\_

LEA: \_\_\_\_\_

Federal law [20 U.S.C. §6314(b)(1)] requires that Title I Schoolwide Programs include the following components:

*Please mark an "X" beside each requirement met*

- ( ) A comprehensive needs assessment of the entire school
- ( ) Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement by using effective methods and instructional strategies based on scientifically based research
- ( ) Instruction by highly qualified teachers
- ( ) High quality and ongoing professional development for teachers, principals, and paraprofessionals
- ( ) Strategies to attract high-quality, highly qualified teachers to high-need schools
- ( ) Strategies to increase parental involvement (such as parent literacy services)
- ( ) Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program to local elementary school programs
- ( ) Measures to include teachers in decisions regarding the use of academic assessments
- ( ) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided effective and timely additional assistance
- ( ) Coordination and integration of Federal, State, and local services and programs

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

USOE/Title I Form E

## LEA Parent Policy Checklist

LEA: \_\_\_\_\_

Federal law [20 U.S.C. §6318(a)(2)] requires that each local educational agency (LEA) that receives Title I funds develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. This policy must describe how the LEA will:

*Please mark an "X" beside each requirement met*

- ( ) Involve parents in the joint development of the district plan (CUSAP)
- ( ) Involve parents in the process of school review and improvement
- ( ) Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance
- ( ) Build the schools' and parents' capacity for strong parental involvement
- ( ) Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool program(s)
- ( ) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served
- ( ) Involve parents in the activities of the schools served under this part

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

USOE/Title I Form F

## School-Parent Policy Checklist

School: \_\_\_\_\_ LEA: \_\_\_\_\_

Federal law [20 U.S.C. §6318(b), (c), (e)] requires that each school served under Title I shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

*Please mark an "X" beside each requirement met*

- ( ) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and their right to be involved
- ( ) Offer flexible meeting times, such as meetings in the morning or evening
- ( ) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parental involvement policy and the joint development of the Title I Schoolwide Plan
- ( ) Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
- ( ) Provide assistance to parents, as appropriate, in understanding such topics as the State's academic content standards and State and local academic assessments
- ( ) Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training
- ( ) To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool and other programs
- ( ) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand
- ( ) Provide such other reasonable support for parental involvement activities as parents may request

## School-Parent Compact Requirements

Federal law [20 U.S.C. §6318(d)] requires that each school served under Title I shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such school-parent compact must:

*Please mark an "X" beside each requirement met*

- ( ) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment
- ( ) Describe the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching, and volunteering in their child's classroom
- ( ) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - ( ) Annual parent-teacher conferences in elementary schools
  - ( ) Frequent reports to parents on their children's progress
  - ( ) Reasonable access to staff
  - ( ) Opportunities to volunteer and participate in their child's class
  - ( ) Observation of classroom activities

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

USOE/Title I Form G

## Private School Consultation Checklist

LEA: \_\_\_\_\_

Federal law [20 U.S.C. §6320(b); 34 C.F.R. §200.63] requires that each local educational agency (LEA) that receives Title I funds provide eligible private school children, their teachers, and their families with Title I educational services or benefits that are equitable to those provided to eligible public school children, their teachers, and their families. To do so, the LEA must first consult in a timely and meaningful manner with appropriate private school officials during the design and development of the LEA's Title I programs.

The LEA must maintain in its records and provide to the SEA a written affirmation, signed by officials of each private school with participating children or appropriate private school representatives, that the required consultation has occurred. If the officials of the private schools do not provide the affirmations within a reasonable period of time, the LEA must submit to the SEA documentation that the required consultation occurred.

At a minimum, the LEA must consult with appropriate private school officials on the following:

*Please mark an "X" beside each requirement met*

- ( ) How the LEA will identify the needs of eligible private school children
- ( ) What services the LEA will offer to eligible private school children
- ( ) How and when the LEA will make decisions about the delivery of services
- ( ) How, where, and by whom the LEA will provide services to eligible private school children
- ( ) How the LEA will assess the services to eligible private school children, and how the LEA will use the results of that assessment to improve Title I services
- ( ) The size and scope of the equitable services that the LEA will provide to eligible private school children, and the proportion of funds that the LEA will allocate for these services
- ( ) The method or sources of data that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used
- ( ) The equitable services the LEA will provide to teachers and families of participating private school children

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

USOE/Title I Form H

## Onsite Review Team Pre-Exit Meeting Checklist

**Scheduling:** The onsite review team’s pre-exit meeting is held on the last day of the onsite review.

**Participants:** USOE team leader, peer reviewers

**Objective:** As a result of this meeting, the USOE team leader will be prepared to discuss the team’s findings with the LEA at the LEA exit meeting and develop a written notification of findings for the LEA.

### Activities

- Review achievement data for participating students, desktop self-reviews, findings to date, and corrective actions;
- Discuss the legal requirements and compliance indicators in the context of the onsite observations and interviews conducted; and
- Make additional assignments for team members to complete the onsite review (if necessary).

### Compliance Item Checklist

Item	Topic	Legal Requirement	Compliant?
1	LEA Plan and Report Card	The LEA prepares and disseminates an annual LEA report card.	Yes ___ No ___
2	LEA Plan and Report Card	The CUSAP was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.	Yes ___ No ___
3	Eligibility and Use of Funds	The LEA uses Title I funds only in eligible school attendance areas/schools.	Yes ___ No ___
4	Eligibility and Use of Funds	The LEA uses the same measure of poverty with respect to all school attendance areas to: (a) identify eligible school attendance areas; (b) determine the ranking for each area; and (c) determine allocations.	Yes ___ No ___
5	Eligibility and Use of Funds	The LEA sets aside funds as necessary to provide services comparable to those provided to children in schools funded under this part to serve, where appropriate, eligible homeless children who do not attend participating schools and children who live in institutions for neglected or delinquent children.	Yes ___ No ___ N/A___

Item	Topic	Legal Requirement	Compliant?
6	Schoolwide Programs	Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum).	Yes ___ No ___ N/A___
7	Schoolwide Programs	For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are implemented.	Yes ___ No ___ N/A___
8	Schoolwide Programs	In schoolwide program schools, instruction is provided by a highly-qualified staff.	Yes ___ No ___ N/A___
9	Schoolwide Programs	In schoolwide program schools, high-quality and ongoing professional development is provided for teachers, principals and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children to meet the state's student academic achievement standards.	Yes ___ No ___ N/A___
10	Schoolwide Programs	In schoolwide program schools, strategies are implemented to attract highly qualified teachers to high-need schools.	Yes ___ No ___ N/A___
11	Schoolwide Programs	Schoolwide program schools implement plans for assisting children in the transition from early childhood programs to local elementary school programs.	Yes ___ No ___ N/A___
12	Schoolwide Programs	In schoolwide program schools, teachers are included in decisions regarding the use of assessments.	Yes ___ No ___ N/A___
13	Schoolwide Programs	In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely additional assistance.	Yes ___ No ___ N/A___
14	Schoolwide Programs	In schoolwide program schools, there is coordination and integration of federal, state, and local services and programs.	Yes ___ No ___ N/A___
15	Schoolwide Programs	In schoolwide program schools, schools have developed comprehensive plans for reforming the total instruction program.	Yes ___ No ___ N/A___
16	Schoolwide Programs	In schoolwide program schools, schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.	Yes ___ No ___ N/A___
17	Schoolwide Programs	In schoolwide program schools, school plans are in an understandable and uniform format and are available to the LEA, parents, and the public.	Yes ___ No ___ N/A___

Item	Topic	Legal Requirement	Compliant?
18	Targeted Assistance	Targeted assistance programs focus on children who are failing or most at-risk of failing to meet State standards, using multiple, educationally-related, and objective criteria.	Yes ___ No ___ N/A___
19	Targeted Assistance	Children from preschool through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures.	Yes ___ No ___ N/A___
20	Targeted Assistance	Targeted assistance programs use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program of the school and improve the achievement of children, and that: (a) Give primary consideration to extended time; (b) Help provide an accelerated, high-quality curriculum; and (c) Minimize removing children from the regular classroom during regular school hours.	Yes ___ No ___ N/A___
21	Targeted Assistance	Targeted assistance program is coordinated with and supports the regular education program.	Yes ___ No ___ N/A___
22	Targeted Assistance	In targeted assistance schools, instruction is provided by highly qualified staff.	Yes ___ No ___ N/A___
23	Targeted Assistance	In targeted assistance schools, opportunities are provided for professional development for personnel and, if appropriate, parents, who work with participating children either in the Title I program or the regular education program.	Yes ___ No ___ N/A___
24	Targeted Assistance	In targeted assistance schools, the progress of participating children is reviewed on an ongoing basis to make program revisions, and, if necessary, provide additional assistance to children in meeting the state's challenging academic achievement standards.	Yes ___ No ___ N/A___
25	School Improvement	Results of the annual review of student data from all participating schools are publicized and disseminated to parents, teachers, principals, schools, and the community.	Yes ___ No ___ N/A___
26	School Improvement	The LEA identifies for school improvement any elementary or secondary Title I school that fails, for two consecutive years, to make AYP.	Yes ___ No ___ N/A___
27	School Improvement	For schools in school improvement, the LEA provides students enrolled in such schools the option to transfer to another eligible public school served by the LEA, and pays for the provision of transportation to an approved public school of choice.	Yes ___ No ___ N/A___



Item	Topic	Legal Requirement	Compliant?
28	School Improvement	In offering the option to transfer from a school identified in need of improvement to another public school, the LEA gives priority to the lowest-achieving children from low-income families.	Yes ___ No ___ N/A___
29	School Improvement	Before identifying schools for school improvement, for corrective action, or for restructuring, the LEA provides the schools with an opportunity to review the school-level data.	Yes ___ No ___ N/A___
30	School Improvement	Schools in school improvement, in consultation with parents, the LEA, and the school support team, develop and/or revise their school plans in ways that meet all required components and that have the greatest likelihood of improving the performance of participating children, and submit such plans to the LEA for approval.	Yes ___ No ___ N/A___
31	School Improvement	For each school identified for school improvement, the LEA ensures the provision of technical assistance as the school develops and implements the Title I school improvement plan throughout the plan's duration.	Yes ___ No ___ N/A___
32	School Improvement	For schools that fail to make AYP by the end of the first full year after identification for school improvement, the LEA not only provides students enrolled with option to transfer to another public school, but also must make supplemental educational services available, as defined under 20 USC §6316(e)(2-3).	Yes ___ No ___ N/A___
33	School Improvement	For schools identified for school improvement, for corrective action, or for restructuring, the LEA provides parents with notice of such identification.	Yes ___ No ___ N/A___
34	School Improvement	For schools identified for school improvement, for corrective action, or for restructuring, the LEA spends an amount equal to 20% of its Title I allocation for transportation and supplemental educational services, unless a lesser amount is needed.	Yes ___ No ___ N/A___
35	Parent Involvement	The LEA has developed, jointly with parents of participating children, a parent involvement policy that reflects the content described in 20 USC §6318(a)(2). The policy has been distributed to parents and included in the CUSAP, and includes an evaluation of the effectiveness of the parent involvement policy and activities.	Yes ___ No ___
36	Parent Involvement	For LEAs that receive \$500,000 or more in Title IA funds, the LEA reserves not less than 1% of its Title I allocation for parental involvement activities, of which 95% of such funds is distributed to participating schools.	Yes ___ No ___
37	Parent Involvement	Each participating school has developed jointly with and distributed to parents of participating children a written parent involvement policy, agreed upon by such parents.	Yes ___ No ___

Item	Topic	Legal Requirement	Compliant?
38	Parent Involvement	Each participating school provides for the involvement of parents as specified in subsection 1118 20 USC §6318(c).	Yes ___ No ___
39	Parent Involvement	Participating schools have jointly developed with parents of participating children a school-parent compact.	Yes ___ No ___
40	Parent Involvement	School-parent compacts outline how parents, school staff, and students will share the responsibility and define the means for improving student achievement.	Yes ___ No ___
41	Qualifications for Teachers and Paraprofessionals	All paraprofessionals working in a program supported by Title I funds are highly qualified as defined in 20 USC §6319(c–e), and provide services as allowed under 20 USC §6319(g).	Yes ___ No ___
42	Qualifications for Teachers and Paraprofessionals	If Title I staff assume limited duties that are assigned to similar personnel who are not working in Title I, including duties beyond classroom instruction or that do not benefit participating children, the amount of time spent on such duties must not exceed in the same proportion of total work time as prevails with respect to similar personnel at the same school.	Yes ___ No ___
43	Qualifications for Teachers and Paraprofessionals	At the beginning of each year, the LEA notifies parents of each student attending a Title I participating school that the parents may request, and the agency will provide, upon request, information regarding the professional qualifications of the student’s classroom teachers. Additionally, a school that receives funds under this part shall provide to each individual parent timely notice that the parent’s child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.	Yes ___ No ___
44	Qualifications for Teachers and Paraprofessionals	The LEA uses no less than 5% of its Title I allocation for professional development activities, unless a lesser amount is sufficient, to meet the highly qualified teacher requirements specified under 20 USC §6319(a)(1) and §7801(23).	Yes ___ No ___
45	Private Schools	The LEA consults with appropriate nonpublic school officials in a timely and meaningful manner regarding the provision of Title I educational services to eligible children, and in the design and development of its Title I program.	Yes ___ No ___
46	Private Schools	Educational services and benefits for eligible nonpublic school children are equitable in comparison to services and other benefits for participating public school children.	Yes ___ No ___ N/A___
47	Private Schools	Funds reserved for expenditures for services to private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend nonpublic schools.	Yes ___ No ___ N/A___

Item	Topic	Legal Requirement	Compliant?
48	Fiscal Requirements	The LEA maintains its fiscal effort when compared to the previous fiscal year.	Yes ___ No ___
49	Fiscal Requirements	The LEA uses Title I funds to supplement and not supplant state and local funding.	Yes ___ No ___
50	Fiscal Requirements	The LEA provides services to Title I schools that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds.	Yes ___ No ___
51	Fiscal Requirements	Charges for wages and salaries of employees who work on multiple activities or cost objectives are supported by time and effort documentation.	Yes ___ No ___
52	Fiscal Requirements	Salaries of employees who work on a single Federal award or cost objective are supported by periodic certifications that the employees work solely on that program for the period covered by the certification.	Yes ___ No ___
53	Fiscal Requirements	The LEA maintains an inventory of equipment purchased with Title I funds that meets the requirements of 34 CFR §80.32(d).	Yes ___ No ___
54	Fiscal Requirements	The LEA resolves any issues identified in a single audit related to Title I within 6 months of receiving the audit report.	Yes ___ No ___
55	Fiscal Requirements	All expenditures incurred under Title I, including instructional supplies and materials, must be reasonable and allowable under the guidelines set forth by 2 CFR Part 225, Appendix A, Section C.	Yes ___ No ___
56	LEA Improvement	An LEA identified for improvement develops or revises an LEA plan, and implements the plan.	Yes ___ No ___

USOE/ Title I Form I

## Onsite Review Team Pre-Exit Meeting Template

LEA: \_\_\_\_\_

The pre-exit meeting is held on the last day of the review. It is intended to provide the LEA staff with a preliminary review of findings, verify compliance, and offer technical assistance including a discussion on how to resolve noncompliance issues.

### I. IDENTIFICATION OF POSITIVE ASPECTS/POTENTIAL COMMENDATIONS

What	What Evidence	Where Observed

### II. ITEMS WITH WHICH THE LEA IS NOT IN COMPLIANCE (FINDINGS)

Item	Topic	Legal Requirement	Preliminary Finding

### III. ON-SITE MONITORING REVIEW DEBRIEF:

What went well?

What could be improved?

USOE/Title I Form J

## **Onsite Review Team Exit Meeting With LEA**

### **Scheduling**

The exit meeting with the LEA is held on the last day of the onsite review, after the onsite review team has conducted its internal pre-exit meeting and discussed its findings.

### **Participants**

The Superintendent/Charter School Director is encouraged to attend the exit meeting. The LEA may include all other persons involved in the onsite review process as appropriate. All members of the onsite review team are to attend.

### **Objective**

As a result of this meeting, the LEA will be aware of the scope of the onsite review team's findings and the USOE team leader will be prepared to develop a written notification of findings for the LEA.

### **Activities**

The USOE team leader will discuss the onsite review team's preliminary compliance findings (recorded during the pre-exit meeting). The LEA's desktop self-review, corrective actions, and discrepancies from the desktop review that are discovered during the onsite review may be discussed with LEA staff. LEA staff will have an opportunity to ask questions about the USOE review team's findings and, if appropriate, present additional documentation to demonstrate compliance for items in question.

### ***During the LEA exit meeting, USOE onsite review team members will:***

- Emphasize that the desktop and onsite reviews are reviews of the LEA's compliance with federal laws and regulations.
- Indicate how well the LEA's desktop self-review process worked.
- Discuss the potential findings from the onsite compliance review and, if there are any findings of noncompliance, indicate that the LEA may take corrective action by submitting documentation of compliance resolution to the USOE within 15 business days.
- Once the USOE provides the Title I Monitoring Findings Report, the LEA will prepare corrective action plans as needed within 30 business days.

### **Sample Onsite Monitoring Report Cover Letter**

[Sample may differ slightly from actual version adopted for use in 2007-2008.]

May 20, 2008

John Smith  
USOE Sample District  
Utah

RE: USOE Sample District Title I Onsite Monitoring Report

Dear John Smith:

This letter constitutes the official Title I Monitoring Report based on the USOE Sample District onsite visit that was conducted May 9-10 along with the follow-up review with district administrators. The Utah State Office of Education appreciates the attention your district and school staff gave to the monitoring process and their responsiveness to requests for documentation and interviews.

### **SUMMARY OF VISIT**

The Title I Monitoring Team visited the USOE Sample District office and the following sites as part of the onsite review:

- <Sample> Title I Elementary School
- <Sample> Title I Middle School

The process included a review of several sources of data:

- Documentation (plans, agendas, policies, reports, financial plans and budgets, etc.)
- Interviews (LEA Title I Director, business administrator, human resources director, principals, teachers, and parents)
- Classroom observations

### **SUMMARY OF FINDINGS**

During the onsite review, the Title I Monitoring Team identified the following specific efforts for which USOE Sample District was commended at the Title I Review Exit Meeting:

#### Commendation(s):

- USOE Sample District maintains comprehensive Title I inventories and does a good job documenting staff certifications and time and effort. The district met all Title I fiscal requirements (Items 48–55).

This report identifies a determination of finding for each compliance item. The determinations are outlined below:

- Met Requirement: 41 of 48 items  
The evidence reviewed demonstrated compliance.
- Recommendations: 0 items  
The evidence reviewed demonstrated compliance; the Utah State Office of Education recommends the LEA consider strengthening efforts to enhance effectiveness of programs.
- Findings of Noncompliance: 8 Findings (Items 2, 8, 11, 33, 35, 39, 43)  
The evidence reviewed did not demonstrate compliance.
- Not Applicable: 7 items  
The local education agency does not have programs or conditions relevant to these specific indicators.

### **CORRECTIVE RESPONSE(S) OR CORRECTIVE ACTION PLAN(S) AND TIMELINES**

For each finding of noncompliance, the LEA is required to provide a Corrective Response or Corrective Action Plan within 30 business days of receipt of this report. All Corrective Action Plans must result in demonstrated compliance within 180 business days.

#### Corrective Response

If the LEA is able to resolve the issue of noncompliance within the 30 business-day period, the LEA may submit appropriate documentation through a Corrective Response (CR). The CR must include the following information:

- Identify the LEA staff responsible, including title.
- Identify each specific Title I noncompliance finding.
- Describe the specific corrective action(s) taken to resolve each noncompliance finding.
- Show the completion date of corrective action(s).
- Include documentation that demonstrates compliance.
- Include the signature of the authorized agent of the LEA.



### Corrective Action Plan

If the LEA is unable to resolve the issue of noncompliance within the 30 business-day period, the LEA must submit a Corrective Action Plan (CAP). The CAP must include the following information:

- Identify the LEA staff responsible, including title.
- Identify specific Title I noncompliance item.
- Describe the specific corrective action(s) to be taken to resolve each noncompliance finding.
- Show the proposed completion date of corrective action(s).
- Identify the future documentation that will be submitted to demonstrate compliance.
- Include the signature of the authorized agent of the LEA.

If the LEA feels that any findings of noncompliance were inaccurate, the LEA has 15 business days to provide a written appeal with documentation demonstrating LEA compliance of the issue in question. Written appeals are to be submitted to Karl Wilson, State Director of Title I Programs. The Utah State Office of Education will provide formal written notification that the proposed LEA Appeal, CR, or CAP has been accepted or is in need of revision.

Sincerely,

Karl Wilson  
State Director of Title I Programs

Kreig Kelley  
Title I Monitoring Specialist

## Sample Summary of Onsite Review Findings

[Sample may differ slightly from actual version adopted for use in 2007-2008.]

UTAH STATE OFFICE OF EDUCATION  
Title I, Part A Monitoring Report: Summary of Onsite Review Findings  
USOE Sample District

Onsite Monitoring Visit Date(s): May 9–10

Onsite Review Team: Kreig Kelley, Peer Reviewer 1, Peer Reviewer 2

Please Note: For all monitoring items for which there is a "Finding," please submit Corrective Response or Corrective Action Plan within 30 business days to USOE Title I Director Karl Wilson. Electronic templates for the Corrective Response or Corrective Action Plan are available online at <http://usoe.edgateway.net/mi>.

### MET REQUIREMENTS

- Item 1: LEA report card prepared and disseminated.
- Item 3: LEA uses Title I funds in eligible schools.
- Item 4: LEA uses single measure of poverty for Title I purposes.
- Item 5: LEA sets aside Title I funds for homeless children, where appropriate.
- Item 6: Schoolwide projects conduct comprehensive needs assessment.
- Item 7: Schoolwide programs implement schoolwide reform strategies.
- Item 9: High quality professional development is provided in schoolwide programs.
- Item 10: Strategies are implemented to attract highly qualified teachers in schoolwide programs.
- Item 12: Teachers are included in assessment decisions in schoolwide programs.
- Item 13: Schoolwide programs implement strategies to identify and serve struggling students.
- Item 14: Schoolwide programs coordinate with federal, state, and local programs.
- Item 15: Schoolwide programs have comprehensive plans for reforming instruction.
- Item 16: Schoolwide plans are developed with the involvement of parents and others.
- Item 17: Schoolwide plans are available to the public in an understandable and uniform format.
- Item 25: LEA provide an annual report of student data for all Title I schools.
- Item 26: LEA identifies appropriate schools in need of improvement.
- Item 27: For schools identified as in need of improvement, the LEA provides school choice options.
- Item 28: Low achieving children from low income families have priority in school choice options.
- Item 29: LEA provides schools the opportunity to review data before identification for improvement.
- Item 30: Schools identified as in need of improvement consult with parents and others to revise school plans.
- Item 31: LEA provides technical assistance to Title I schools in need of improvement.
- Item 32: LEA makes supplemental education services available to students in schools in year 2 of school improvement.
- Item 34: LEA provides appropriate funding for school choice or supplemental education services.
- Item 36: For LEAs receiving \$500,000 or more, 1% is set aside for parental involvement.
- Item 37: Title I schools develop a school parent involvement policy with parent input.
- Item 38: Title I schools provide for the involvement of parents.
- Item 40: School–parent compacts outline shared responsibilities.

- Item 41: Paraprofessionals in Title I schools are highly qualified.
- Item 42: Title I staff are not assigned excessive non-instructional duties.
- Item 44: LEA sets aside appropriate allocation for professional development.
- Item 45: LEA consults with nonpublic school officials.
- Item 46: LEA provides equitable services to eligible nonpublic school children.
- Item 47: LEA reserves adequate funding to provide services to eligible nonpublic school children.
- Item 48: LEA maintains its fiscal effort.
- Item 49: LEA uses Title I funds to supplement and not supplant state and local funding.
- Item 50: LEA provides services to Title I schools that are comparable to services in non-Title I Schools.
- Item 51: Time and effort documentation supports Title I staffing expenditures.
- Item 52: LEA provides timely certifications of Title I employee work assignments.
- Item 53: LEA maintains an inventory of Title I equipment.
- Item 54: LEA resolves any single audit findings within 6 months.
- Item 55: Title I expenditures are reasonable and allowable.

## **MET REQUIREMENTS, WITH RECOMMENDATIONS**

### **NOT APPLICABLE FOR THIS LEA**

- Items 18–24: LEA does not have targeted assistance schools.
- Item 56: LEA is not in program improvement.

## **FINDINGS OF NONCOMPLIANCE**

- Item 2: LEA plan developed in consultation with stakeholders.  
Reference(s): 20 USC §6312(d)(1), NCLB §1112(d)(1)  
Legal Requirement: The CUSAP was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.  
Comments: LEA did not consult with parents in developing CUSAP.
- Item 8: Highly qualified staff provide instruction in schoolwide programs.  
Reference(s): 20 USC §6314(b)(1)(C), 20 USC §6319(c–e), 20 USC §7801(23), 34 CFR §200.28(b), NCLB §1114(b)(1)(C), NCLB §9101(23)  
Legal Requirement: In schoolwide program schools, instruction is provided by a highly qualified staff.  
Comments: None
- Item 11: Schoolwide programs provide for transition from early childhood program to elementary school.  
Reference(s): 20 USC §6314(b)(1)(G), NCLB §1114(b)(1)(G)  
Legal Requirement: Schoolwide program schools implement plans for assisting children in the transition from early childhood programs to local elementary school programs.  
Comments: No transition plans in place
- Item 33: LEA provides parent notification for schools in corrective action or restructuring.  
Reference(s): 20 USC §6316(b)(6), 34 CFR §200.51, NCLB §1116(b)(6)

Legal Requirement: For schools identified for school improvement, for corrective action, or for restructuring, the LEA provides parents with notice of such identification.

Comments: None

- Item 35: LEA parent involvement policy was developed jointly with parents of participating children.  
Reference(s): 20 USC §6318(a)(2), NCLB §1118(a)(2)  
Legal Requirement: The LEA has developed, jointly with parents of participating children, a parent involvement policy that reflects the content described in 20 USC §6318(a)(2). The policy has been distributed to parents and included in the CUSAP, and includes an evaluation of the effectiveness of the parent involvement policy and activities.  
Comments: Parents not involved in development of policy.
- Item 39: Title I schools develop a school-parent compact with parent input.  
Reference(s): 20 USC §6318(d), NCLB §1118(d)  
Legal Requirement: Participating schools have jointly developed with parents of participating children a school-parent compact.  
Comments: Parents not involved in development of school-parent compacts.
- Item 43: LEA annually notifies parents that they may request information regarding teacher qualifications.  
Reference(s): 20 USC §6311(h)(6), 34 CFR §200.61, NCLB §1111(h)(6)  
Legal Requirement: At the beginning of each year, the LEA notifies parents of each student attending a Title I participating school that the parents may request and the agency will provide, upon request, information regarding the professional qualifications of the student's classroom teachers.  
Comments: This information has not been provided to parents.

## Sample Onsite Review Findings Report

[Sample may differ slightly from actual version adopted for use in 2007-2008.]

Utah State Office of Education  
Title I, Part A Monitoring Report: Onsite Review Findings  
USOE Sample District  
2007-2008

### ONSITE REVIEW SUMMARY: TITLE I COMPLIANCE ITEMS

Onsite Review Team: Kreig Kelley, Peer Reviewer 1, Peer Reviewer 2

Onsite Review: May 9-10, 2008

Topic	Number of Items in Compliance	Number of Items Not in Compliance
LEA Plan and Report Card	1	1
Eligibility and Use of Funds	3	0
Schoolwide Programs	10	2
School Improvement	9	1
Parent Involvement	4	2
Qualifications for Teachers and Paraprofessionals	3	1
Private Schools	3	0
Fiscal Requirements	8	0

### DESKTOP SUBMISSION SUMMARY

Submitted by: John Smith

Submission date: September 20, 2007

Are you a charter school?	No
Do you have approved Schoolwide programs in your LEA?	Yes
Do you have approved Targeted Assistance programs in your LEA?	No
Do you have Title I Schools identified as In Need of Improvement?	Yes
Does your LEA receive \$500,000 or more in Title I Part A funds?	Yes
Are there any private schools within the boundaries of your school district?	Yes
Do you provide Title I services to private school children?	Yes
Has the LEA been identified as in need of improvement?	No

<b>Topic</b>	<b>Number in Compliance</b>	<b>Number Not in Compliance</b>
LEA Plan and Report Card	2	0
Eligibility and Use of Funds	3	0
Schoolwide Programs	9	2
School Improvement	8	1
Parent Involvement	5	0
Qualifications for Teachers and Paraprofessionals	3	0
Private Schools	3	0
Fiscal Requirements	7	1

## LEA Title I Monitoring System Evaluation

**Directions:** *Please consult with those in your LEA who participated in the USOE Title I monitoring review(s), and answer each question as candidly as possible. The results will be used to revise the monitoring system.*

Name of LEA Monitored: \_\_\_\_\_

Role of person completing this survey:

\_\_\_\_\_ Title I Director

\_\_\_\_\_ Peer Reviewer

\_\_\_\_\_ Superintendent

\_\_\_\_\_ Other (please specify): \_\_\_\_\_

1. Please rate the degree to which you agree with the following statements.

USOE Goal	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. The monitoring system was based on accurate representations of the NCLB Title I requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The contents of the monitoring system were clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The monitoring system represents a fair and equitable way to conduct monitoring of Title I programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The monitoring system will serve to build capacity for sustainable student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The monitoring system is rigorous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The monitoring system is comprehensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The monitoring system is a practical and efficient way to conduct monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The monitoring system helps to build and sustain supportive partnerships between the USOE and LEAs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. District personnel felt well-prepared to respond to the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2a. Please rate the various aspects of this year's Title I monitoring system.

	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
USOE materials to use to determine compliance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USOE training to prepare for completion of the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEA process for collecting data to answer compliance questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsiveness of USOE staff to any questions the LEA may have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectivity of the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasonableness of data collection tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall effectiveness of the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b. If you rated any of the statements in Question 2a as being poor or fair, please briefly explain why.

3. Were there any positive effects of participating in the Title I monitoring system for your LEA? If so, please describe.

4. Were there any negative effects? If so, please describe.

5. How might the USOE improve its Title I monitoring process?

6. Were there any specific requirements in the monitoring system that you felt represented a misinterpretation of the NCLB Title I law? If yes, please provide a detailed explanation. Use reverse side if needed.

Finally, if your LEA has evidence that a finding of noncompliance is inaccurate or if the LEA believes that the law has been misinterpreted, please describe the details in a letter to:

Karl Wilson  
USOE Title I Director  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200

USOE/Title I Form K



## LEA Compliance Response Procedure

### Purpose

An LEA Compliance Response is required whenever the Title I Monitoring Report of Findings has identified one or more items as noncompliant.<sup>1</sup>

This Title I Compliance Response Template (USOE, Title I Form L) provides a format for the LEA to submit evidence that noncompliant practices have been corrected, or to submit a proposed Corrective Action Plan for USOE approval.

### Procedures

The LEA must submit an original and one copy of this **Compliance Response** to the USOE within 30 business days of the Title I Monitoring Notification of Findings Report.

For **noncompliance findings resolved within the initial 30 business-day period**, the proposal must:

- *Identify* specific items of Title I noncompliance;
- *Identify* the LEA staff responsible, including title;
- *Describe* the specific corrective action that was taken to resolve each noncompliance finding;
- *Show* the completion date of corrective action;
- *Include* documents to verify compliance; and
- *Include* the signature of an authorized agent of the LEA.

For **noncompliance findings that cannot be resolved within the 30 day period**, laws and regulations permit an LEA and USOE to enter into a compliance agreement. Some items may require resolution within the 30-day period, and no compliance agreement is allowed.

For **noncompliance findings that are proposed to be subject to a Corrective Action Plan**, the proposal must:

- *Identify* specific items of Title I noncompliance;
- *Identify* the LEA staff responsible, including title;
- *Describe* the specific corrective action that will be taken for each noncompliance finding;
- *Show* the proposed completion date of corrective action;
- *Indicate* what documents will be submitted to verify compliance; and

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<sup>1</sup> A noncompliant finding is a specific local practice that fails to meet minimum legal requirements. The USOE Monitoring Notification of Findings Report will:

- Contain a clearly described statement of the requirement so that the remedy is apparent.
- Reference the specific practice or procedure that fails to meet the federal requirement.
- Specify the student group, grade(s), school(s), etc., necessary to document the extent of the noncompliant practice noted by the review team.
- Will not be obscured by additional statements not required to document the noncompliant practice, nor by recommendations.

- *Include* the signature of an authorized agent of the LEA.

Corrective Action Plan requests should be for a *reasonable* time to resolve noncompliance and cannot exceed 180 calendar days from the expiration of the 30 business-day period. An approved Corrective Action Plan permits USOE to suspend, for the duration of the Plan, any enforcement actions that it is obligated to perform. The USOE is obligated to resume enforcement actions if an LEA does not resolve the noncompliance before the end of the approved Corrective Action Plan.

For each noncompliance issue handled through a Corrective Action Plan, the proposal must be resubmitted before the ending date of the agreement. The resubmission must be accompanied by documentation that indicates that the issues have been resolved and include the date on which the LEA became compliant.

**Submit the original proposal and one copy to:**

Karl Wilson  
USOE Title I Director  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200

For electronic submittals, information can be e-mailed to USOE at:

Karl Wilson [karl.wilson@schools.utah.gov](mailto:karl.wilson@schools.utah.gov) or 801-538-7509 or faxed to 801-538-7882.

Kreig Kelley [kreig.kelley@schools.utah.gov](mailto:kreig.kelley@schools.utah.gov) or 801-538-7975 or faxed to 801-538-7991.

*When a LEA submits a proposal, the USOE NCLB Title staff will determine whether the information resolves noncompliance. The USOE will inform the LEA in writing of its decision and if additional information is required.*

## USOE Title I Compliance Response Template

[Sample may differ slightly from actual version adopted for use in 2007–08.]

LEA: \_\_\_\_\_ County: \_\_\_\_\_

LEA Coordinator: \_\_\_\_\_

Telephone: (     ) \_\_\_\_\_ - \_\_\_\_\_     Dates of USOE  
Monitoring Review: \_\_\_\_\_

Fax: (     ) \_\_\_\_\_ - \_\_\_\_\_     Date of USOE Notification  
of Findings Report: \_\_\_\_\_

E-mail: \_\_\_\_\_     USOE Team Lead: \_\_\_\_\_

This proposed Compliance Response (CR)/Corrective Action Plan (CAP) is required whenever the Title I Monitoring Report of Findings has identified one or more items as noncompliant. It must be completed by the LEA coordinator and signed by the LEA superintendent or authorized representative.

**Assurance:**    *I certify that all corrective actions specified below have been or will be implemented at all sites in the LEA and that the new procedures will be used in the future.*

\_\_\_\_\_  
Signature of superintendent or authorized agent     Date     Telephone number

\_\_\_\_\_  
Printed or typed name and title of authorized agent

<b>NCLB, Title I Compliance Item:</b>	
<i>Name &amp; Title of individual responsible:</i>	
<i>Specific corrective actions that <b>have</b> resolved (CR) or <b>will</b> resolve (CAP) items of noncompliance (include evidence)</i>	
<i>Date of Compliance (Past – CR):</i>	<i>Proposed Date of Compliance (Future – CAP):</i>

<b>NCLB, Title I Compliance Item:</b>	
<i>Name &amp; Title of individual responsible:</i>	
<i>Specific corrective actions that <b>have</b> resolved (CR) or <b>will</b> resolve (CAP) items of noncompliance (include evidence)</i>	
<i>Date of Compliance (Past – CR):</i>	<i>Proposed Date of Compliance (Future – CAP):</i>

<b>NCLB, Title I Compliance Item:</b>	
<i>Name &amp; Title of individual responsible:</i>	
<i>Specific corrective actions that <b>have</b> resolved (CR) or <b>will</b> resolve (CAP) items of noncompliance (include evidence)</i>	
<i>Date of Compliance (Past – CR):</i>	<i>Proposed Date of Compliance (Future – CAP):</i>

USOE/Title I Form L

## USOE Title I Corrective Action Procedure

### Purpose

This procedure is to fulfill the Federal requirement that state education agencies (SEA) ensure that when a local education agency (LEA) has been found to not be in compliance through monitoring, audit, or formal complaint procedures, that those issues of noncompliance be corrected within 6 months of the state issuing a notification of noncompliance.

### Utah Title I Corrective Action Procedure

Timeline From Date of Identification	Step to be Taken Issue of noncompliance is identified through monitoring, audit, or formal complaint report.		
15 Days*	1. USOE provides formal written notification to LEA of issue of noncompliance.		
15 Days*	2A. If the LEA disagrees with the SEA finding, the LEA will provide a written appeal with documentation demonstrating LEA compliance of the issue in question.	<b>OR</b> 30 Days*	2B. If the LEA does not dispute the SEA finding, the LEA will provide to USOE a compliance response or corrective action plan (CAP) that addresses how the LEA resolved or will resolve the issue of noncompliance.
15 Days*	3. USOE will provide formal written notification that the proposed LEA Appeal or CAP has been accepted or is in need of revision. If the appeal is accepted, USOE will send a formal letter to the LEA stating that the LEA is in compliance. If the CAP is approved, move to step 7.		
10 Days* (if needed)	4A. The LEA will provide to USOE any required revisions to the appeal.	<b>OR</b> 10 Days* (if needed)	4B. The LEA will provide to USOE any required revisions to the CAP.
10 Days* (if needed)	5. If the LEA revisions of the appeal or CAP are approvable, USOE will provide formal notification that the LEA revisions are accepted. If the CAP is approved, move to step 7.		
10 Days* (if needed)	6A. If the LEA revisions to the appeal are NOT approvable, the LEA must develop a CAP according to step 2B.	<b>OR</b> 10 Days* (if needed)	6B. If the LEA revisions to the CAP are NOT approvable, the LEA must submit revisions within 5 working days to USOE.
6 months	7. As soon as possible, but in no case later than 6 months from the time that the issue of noncompliance is identified through monitoring, audit, or complaint report. <ul style="list-style-type: none"> <li>The LEA completes all corrective actions in the SEA-approved CAP.</li> <li>The LEA provides to the SEA documentation that corrective action is completed and the issue of noncompliance has been resolved.</li> </ul>		
15 Days*	8. If needed, USOE will conduct an onsite verification that the LEA has completed all corrective actions and resolved the issue of noncompliance. USOE will provide a formal letter of determination that the LEA has completed corrective action and met compliance requirements.		
	9. If the LEA is unable to demonstrate compliance after corrective action efforts have been completed, USOE will consider withholding of Title I funds.		

\*Days means business days.

## USOE Title I Hierarchy of Consequences

The USOE and LEAs will make use of a four stage progressive series of consequences that includes greater state and LEA management involvement should issues of noncompliance remain unresolved for an extended period of time. The aim of these procedures is to ensure timely support to the LEA to achieve resolution of noncompliant issues and, at the same time, to ensure that the USOE complies with its obligations for monitoring and oversight of LEA use of Title I resources.

### Pre-Stage 1: Response to Findings

LEA submits Compliance Resolution (CR) or proposed Corrective Action Plan (CAP) in 30 business days after Notification of Findings (based on the annual desktop or onsite review).	USOE reviews CR or CAP and approves, providing technical assistance as needed. CAP may not exceed 180 calendar days.
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### Stage 1: Technical Assistance

LEA fails to submit a response in 30 business days, or submits an inadequate response or proposal for Corrective Action.	USOE staff work with LEA staff on revision of proposal. Offer technical assistance.
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### Stage 2: Additional Support

LEA is non-compliant more than 145 calendar days.	<b>USOE Title I Director</b> contacts LEA Title I Director via telephone and letter to support and encourage resolution. Extends offer of additional technical assistance.
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### Stage 3: Increasing Management Engagement

LEA is non-compliant more than 225 days	<b>USOE Title I Director and the appropriate Associate Superintendent</b> contact the <b>LEA superintendent</b> via letter to inform him/her that the LEA is non-compliant more than 225 days, and that the USOE will notify the local governing board if compliance resolution has not occurred after 365 days.
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### Stage 4: Enforcement

LEA is non-compliant more than 365 days.	<b>The USOE Deputy Superintendent</b> sends a letter to the <b>local board president</b> notifying him/her that the LEA has been non-compliant more than 365 days. The State Board of Education initiates sanctions against the LEA.
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In extraordinary cases, the fourth stage—reached when an LEA is non-compliant more than 365 days—may be delayed by the USOE when an LEA has provided substantial evidence of good faith progress on issues of great difficulty and scale.

Any such extensions of Corrective Action Plans must be supported by evidence of actions taken to partially or substantially resolve a compliance issue. A decision to extend a Corrective Action Plan beyond 365 days may be made only by the State Superintendent of Public Instruction, in consultation with the district superintendent and the governing board of the LEA. Any time the Utah State Office of Education is considering sanctions that would impact LEA funding, the LEA has a right to appeal that decision to the State Superintendent of Public Instruction.

Should there be a need for sanctions, they may include:

- Suspension of the LEA's spending authority;
- Withholding payment of reimbursements claimed; and
- Requiring re-payment of selected Title I funds.

## Tab I – Title I, Part C–Migrant Education

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# Title I, Part C—Migrant Education Overview of System

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## Purpose and Overview

The purpose of this handbook is to provide Utah State Office of Education (USOE) peer review teams with operational guidance and practical tools for the conduct of onsite compliance monitoring of programs operated under No Child Left Behind (NCLB), Title I, Part C—Migrant Education. The purpose of Title I, Part C—Migrant Education is to provide financial assistance to local education agencies and schools that serve children and families of children whose education is interrupted because of their migratory lifestyle. This financial assistance, which is provided through state education agencies to local education agencies and schools, helps ensure that all of these children will be able to meet challenging state academic standards.

Federal law requires that the USOE monitor the operation of Title I programs in every participating Local Education Agency (LEA), whether the LEA is a school district or a charter school. The USOE developed this monitoring system during 2006. It is based on a careful review of all federal requirements, with consideration given to the unique circumstances of this state, and with attention given to the approved monitoring systems of other states.

Review items were selected from among all NCLB Title I, Part C—Migrant Education requirements to ensure that the state review covers all major aspects of the law, and that the monitoring focuses, to the extent feasible, on those matters most related to the educational purposes of NCLB. While the USOE monitoring system covers a sample of items, LEAs are required to follow all legal requirements. The system has benefited from the input of Utah parents, school administrators, teachers, community groups, and others. It has undergone extensive legal and programmatic review to ensure that all items tie directly to federal law.

This handbook describes how onsite monitoring will take place on a two-year cycle for every school district and charter school participating in Title I, Part C—Migrant Education. Onsite monitoring will be done with the participation of peer reviewers to ensure that this is a collaborative and supportive process. The onsite monitoring is complemented by an annual online system of desktop monitoring that is completed by the person authorized by the district or charter school to direct Title I, Part C—Migrant Education programs. The USOE will monitor compliance based on a review of this desktop submission and also related data previously submitted by the LEA.

This overview of the monitoring system is followed by the key principles that guided the development of the system. That is followed by a description of the peer review model, information that will guide the LEAs and the USOE prior to an onsite review, material that provides logistical support during the onsite review, and information and tools to be used after the review is completed. The appendix contains the monitoring instrument and sample interview guides.

## Guiding Principles

The Utah State Office of Education has been guided by the following key principles in designing systems to support Utah’s learning objectives for all students and to respond to the specific needs of schools and school districts benefiting from NCLB, Title I, Part C–Migrant Education funds.

The monitoring and school support systems will:

- Provide credible and knowledgeable support;
- Use a clear and fair process that ensures compliance;
- Build capacity for sustainable student achievement;
- Employ a rigorous and comprehensive system;
- Be practical, relevant, and efficient; and
- Create and sustain supportive partnerships with all stakeholders.

## The Review Process and Instruments

### *Desktop and Onsite Review Process*

**For the desktop review**, the LEA will review operations of Title I, Part A programs at the district and school site levels, and will assemble its own documentation. This documentation is not submitted to the USOE. Based on the annual internal review, the LEA will provide an assurance to the USOE that local documentation confirms compliance with the legal requirements. For a few items, the USOE will also examine data already on file and will make a determination of compliance.

Should the LEA indicate noncompliance on an item, there will be an opportunity to provide a brief written description of the barriers or challenges to compliance and the steps that the LEA is taking to overcome these. Any item noted as noncompliant (by the LEA or by the USOE) will be subject to a scheduled corrective action report that documents resolution of the item. Should it not be feasible to immediately resolve an issue, the LEA may submit a corrective action plan that, when approved by the USOE, becomes a compliance agreement for resolution of the issue within a specified period of time (see Figure C on Page 77).

The desktop review system will have a confidential virtual “file cabinet” where the LEA may keep documents or notes regarding program operations and specific compliance items.

The annual desktop submission will be scheduled to be operational from September 1 – November 15. Other related Title I, Part C–Migrant Education data and document submissions are:

1. Submission of all Certificates of Eligibility – August 31
2. MAPS academic data entry – August 31
3. Re-interview corrective actions – August 31
4. Application for Migrant Education funds – October 15
5. Budget Pages included with Application – October 15

**For the Onsite Monitoring Review**, the USOE will notify each LEA of the year in which they can anticipate an onsite review. That notification will be followed with a confirming letter, providing details on the schools to be visited and a specific visit schedule. Efforts will be made to adjust the review visit to best fit local calendars.

The USOE will designate a review team determined by the size of the LEA, and the numbers of schools and participants. The review team will be led by USOE staff, who will be assisted by one or more peer reviewers. To the extent practicable, the team will be comprised of individuals with appropriate expertise. The team will meet at least once prior to the monitoring review in order to confirm assignments and to examine background data, including the most recent results

of state assessments, and results of prior onsite reviews, audits, and desktop monitoring reviews, etc.

Each review will start with a formal entry meeting with leadership of the LEA and will end with an exit meeting. At the exit meeting, the USOE team leader will share overall impressions, note any exemplary Migrant Education practices that were observed by the team, and give an overview of any issues that may be found noncompliant. Within 15 working days of the review, the USOE will mail a monitoring report (Notification of Findings Report) to the LEA, detailing any noncompliant findings. That report will provide guidance on specific responses needed. The LEA will have 30 working days to respond to the report.

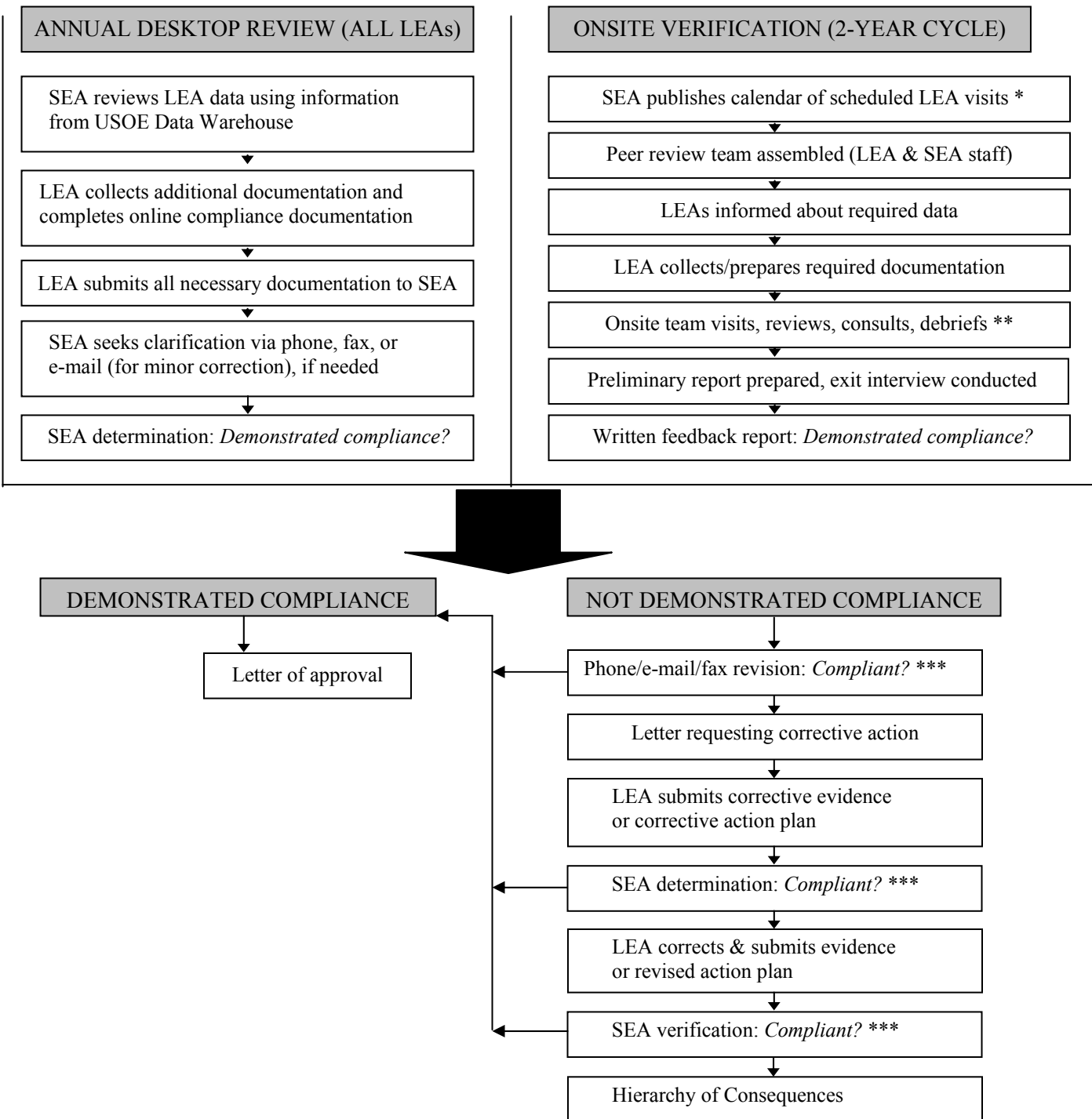
### ***Instruments***

The monitoring review system (desktop and onsite) is comprised of 12 items, most of which will be used for both the annual desktop review as well as for the onsite reviews. A few items are unique to each review type. The items are organized into seven categories, as follows:

<b>Category</b>	<b>Items</b>
1. Identification and Recruitment	1-2
2. Needs Assessment	3
3. Service Delivery Including Provision of Services and Coordination	4-6
4. Parent Involvement	7-8
5. Program Evaluation	9
6. Fiscal Requirements	10-11
7. Private Schools	12

\*Reviews will be modified, depending on local circumstances and specific programs in a given LEA.

**Figure C. USOE NCLB Title I, Part C Monitoring System**



\* SEA will offer training/technical assistance (including LEA self-reviews) prior to carrying out onsite reviews.

\*\* SEA visit may be guided by AYP & UPASS achievement data as well as other data gathered via the desktop audit.

\*\*\* A determination of noncompliance may be appealed via a standardized SEA appeal process.

## Logistics for Onsite Reviews: Title I Monitoring

### *Pre-Visit Procedures*

1. LEA Completes the Desktop Monitoring Instrument
2. SEA Establishes Peer Review Teams
  - Peer Reviewer Training
    - Peer Reviewer Duties & Responsibilities
    - Peer Reviewer Compliance Determinations
  - Establish Specific Peer Review Teams
    - Calendaring
    - Determine Number & Qualifications of Peer Reviewers Needed
3. Scheduling Onsite Visits
  - Notify LEAs of Upcoming Onsite Visit
  - Submission of Migrant Education Monitoring LEA General Information Form
  - Determine Type of Visit
    - Length of Visit
    - Number of Peer Reviewers
    - Number of Schools
  - Calendar Onsite Visits
  - Identify Peer Reviewers for Monitoring Teams
  - Send Notification to Peer Reviewers
    - Date & Time of Pre-Monitoring Conference
    - Date & Time of Onsite Visit
  - Send Notification to LEA
    - Overall Schedule
      - LEA Administrative Review
      - LEA Presentation at Entrance Meeting
      - School Visits
    - Number of Peer Reviewers
4. Pre-Monitoring Conference (1-2 weeks prior to onsite visits)
  - Review of Desktop Submission
  - Review of Other Data
  - Specific Onsite Assignments
    - Item Assignments
    - Interview Assignments
  - Logistics
    - Transportation
    - Lodging
    - Meals
    - Reimbursement Procedure

## **Onsite Visit Procedures**

5. Entrance Conference
  - Overview of Schedule & Assignments for Onsite Visit
  - LEA provides overview of LEA Migrant Education Program
  - SEA process for verifying compliance
    - Documentation Review
    - Interviews
6. LEA Administrative Review
  - Review of District Plan
  - Interviews
  - Review of Financial Documentation
  - Review of Personnel Documentation
  - Review of Inventory Documentation
  - Other Documentation, as needed
7. School Visits
  - Classroom Observations
  - Interviews (district MEP personnel, administrators, parents, and community representatives)
  - Review School Plans
  - Review Parent Involvement Documentation
  - Student-level Interventions
  - Other Information, as needed
8. Pre- Exit Conference
  - Commendations
  - Compliance Issues
  - Compare Documentation
9. LEA Migrant Education Exit Conference
  - Summarize Onsite Visit
  - Commendations
  - Potential Items of Noncompliance
  - Opportunity for Compliance Response
  - Process & Timeline for Corrective Action Plans, if needed
  - LEA Evaluation of Onsite Monitoring Process

### ***Post-Visit Procedures***

10. LEA Opportunity to clarify/ resolve potential items of noncompliance (within 10 business days)
11. USOE provides Migrant Education Monitoring Report of Findings to LEA (within 15 business days)
12. LEA submits response to Report of Findings (within 30 business days)
  - Compliance Response for items resolved, including documentation
  - Corrective Action Plans for approval
13. LEA Corrective Actions completed and verified (within 6 months)
14. SEA sends an official letter acknowledging resolution of noncompliance
15. Peer Reviewers complete evaluation of Monitoring Process



## **Title I, Part C—Migrant Education Peer Review Model**

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### **Peer Review Model**

Onsite monitoring will be done with the participation of peer reviewers to ensure that this is a collaborative and supportive process. The peer review model is intended to provide additional resources to complement the few USOE Title I staff available. By participating as peer reviewers, LEA staff will increase their own awareness of Title I, Part C—Migrant Education requirements and effectiveness of programs, and will be better prepared to operate effective and efficient Title I, Part C—Migrant Education programs in their own settings. Peer reviewers may be either current or former Title I, Part C—Migrant Education directors or others with expertise in the operation of Title I, Part C—Migrant Education programs.

# TITLE I, PART C–MIGRANT EDUCATION ONSITE MONITORING PEER REVIEWER INFORMATION

## ***Part I – Contact Information***

Name:		
Home Address:		
Daytime Phone:	FAX:	E-mail:
Work Address:		
Work Phone:	FAX:	E-mail:
Current Position:		

## ***Part II – Availability***

Check all that apply:

- ☐ Full time                      ☐ Part time  
  
☐ Willing to travel throughout all areas of Utah  
  
 (or)

Willing to travel only to the following areas:  
Check those that apply:

<input type="checkbox"/> <b>Northern Utah:</b> Box Elder                      Ogden Cache	<input type="checkbox"/> <b>Wasatch Front and Western Counties:</b> Davis                                  Granite Jordan
<input type="checkbox"/> <b>Southwestern Utah Counties:</b> Beaver                                  Millard Iron	<input type="checkbox"/> <b>South Central Utah Counties:</b> Sanpete Piute

USOE/Title I, Part C Form L

## Notification to Peer Review Team Members

[Date]  
[Peer Reviewer], [Title]  
[Agency]  
[Address]  
[City], [State] [Zip]

Dear Colleague:

We would like to thank you for your willingness to serve as a Title I, Part C–Migrant Education Monitoring Peer Reviewer.

This letter is to inform you of a Title I, Part C–Migrant Education Peer Review Training Seminar to be held at place on date at time. The session will end promptly at time. This is a mandatory training and your participation is essential for a successful peer review process. We hope you will be able to participate in the training and become a part of our pool of Peer Review team members. You will be invited to serve on at least one Title I, Part C–Migrant Education Onsite Monitoring team.

In addition to the training commitment, we are also asking you to participate in a mandatory team meeting to be scheduled later for approximately two hours at a mutually agreed-upon time for all team members. While there is some flexibility with regard to the scheduling of this event, your participation in this pre-visit is also essential for a quality monitoring review. The purposes of this meeting will be to confirm assignments and review relevant background data about the district/charter school. These meetings will be scheduled approximately 1 to 2 weeks prior to the scheduled onsite review visit.

The site visits themselves will consist of 1 day at a district. We really need your commitment to the full duration of the site visit. Site visits will consist of an entry meeting, document analysis, observations, interviews in the district's offices, schools and classrooms, and an exit meeting. The team will provide input in the development of a report for the district to be submitted 15 business days after the review.

The USOE Title I staff recognizes that you have the qualifications to make a positive difference in student achievement in Title I schools and appreciates your willingness to participate as a Title I monitoring peer reviewer.

We look forward to meeting with you.

Respectfully,

Karl Wilson  
State Director of Title I Programs

Kreig Kelley  
Title I Monitoring Specialist

Max Lang  
Migrant Education Specialist

## Timeline for Compliance Monitoring Team Visits

Typically, being part of a compliance monitoring team means a commitment of 4 to 5 days. The first day involves training. All peer reviewers must participate in a mandatory 1/2 day training. This training will cover tools, protocols, scheduling, reporting, and addressing problems or concerns. Participants will understand the system that will be used to monitor compliance in participating districts. The second day is for the district peer review team to meet and plan for the visit. Background materials, details about the district, scheduling interviews, observations and document analysis, and other logistics will be covered at these meetings. Each review team will convene its own meeting prior to the visit. The monitoring visits themselves will be from 1 to 3 days in duration. The visit will start immediately on the first day with an entrance meeting, and will continue as long as necessary, depending on the size of the district and/or the size of the monitoring team. The final day of the visit will be used for wrap-up of details and will include an exit meeting.

Peer Review Team Member Training	District Peer Review Team Meeting/ Pre-visit Meeting	Entrance Meeting; Site Visit Wrap-up; Exit Interview Meeting
1/2 Day	2 hours	Morning and Afternoon
Scheduled annually	1 to 2 weeks prior to onsite visit	Day of visit

## Title I, Part C—Migrant Education Pre-Visit

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### (Tentative) 2-YEAR ONSITE MONITORING SCHEDULE

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<b>Pilot 2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Box Elder (Spring)	Ogden	North Sanpete	Box Elder	North Sanpete
Jordan (Summer)	Cache	South Sanpete	Jordan	South Sanpete
Nebo (Summer)	Davis	Beaver	Nebo	Beaver
	Provo	Piute	Ogden	Piute
	Millard	Iron	Cache	Iron
		Granite	Davis	Granite
			Provo	
			Millard	

---

## Confirming Letter to LEA

[Date]

[LEA Title I Director], [Title]

[Agency]

[Address]

[City], [State] [Zip]

Dear Colleague:

This letter starts the Utah Title I, Part C–Migrant Education Compliance Monitoring System for this school year. The system consists of two components:

1. The Desktop Monitoring Process
2. The Onsite Visit Process

We are asking each site to complete the Desktop Monitoring Process by November 15. You will receive further information about the process for completing the Desktop Monitoring Process online.

Also, we would like you to complete the attached Categorical Program Monitoring form and return it to us within 15 working days. This form will allow us to schedule visits at a time that is most convenient for you.

We have tentatively selected the following Title I, Part C–Migrant Education sites in your district for this monitoring process: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. However, we appreciate your input in the selection of schools to be monitored. Do you have other schools you would like the team to visit? The USOE will make the final determination regarding site visits. It is important that you notify the selected sites of the monitoring date(s) in a timely manner.

Thank you for volunteering to be a part of this important process.

Please contact us if there are any questions or concerns. We will finalize or clarify any monitoring issues or details that you may have by telephone, FAX, or e-mail.

Sincerely,

Karl Wilson  
State Director of Title I Programs

Max Lang  
Migrant Education Specialist

## Title I, Part C—Migrant Education Monitoring LEA General Information Form

A completed form is requested for each district/charter school. This will enable us to schedule visits in a convenient manner.

Please send the completed form via:

e-mail to: [max.lang@schools.utah.gov](mailto:max.lang@schools.utah.gov)  
fax to: (801) 538-7991, or  
mail to: Max Lang  
Migrant Education Specialist  
Utah State Office of Education  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200  
Phone: 801-538-7725

### Please Enter LEA Coordinator Information

LEA: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Street: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Ext.: \_\_\_\_\_ FAX: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Web Address: \_\_\_\_\_

Access to video conferencing: ☐ Yes ☐ No

Access to teleconferencing: ☐ Yes ☐ No

### *PLEASE COMPLETE CALENDAR DATES FOR YOUR LEA*

Schedule for the LEA:

	School Year	Winter Break	Spring Break	Other (description & date)
Beginning	____/____	____/____	____/____	_____
Ending	____/____	____/____	____/____	_____

Observed Holiday Dates:

____/____	____/____	____/____	____/____	____/____	____/____
____/____	____/____	____/____	____/____	____/____	____/____

Dates of district activities that could interfere with the visit (e.g., state testing, semester exams; staff development and release days; other reviews):

Beginning Date	End Date	Activity	Beginning Date	End Date	Activity
____/____/____	____/____/____	_____	____/____/____	____/____/____	_____
____/____/____	____/____/____	_____	____/____/____	____/____/____	_____
____/____/____	____/____/____	_____	____/____/____	____/____/____	_____

Other Comments:

USOE/Title I, Part C Form M



## Team Leader Checklist

This checklist is used to plan and then reflect on the onsite review. It also documents procedures used to ensure that the USOE monitoring of Title I requirements supports the six key principles for the monitoring system.<sup>1</sup>

Route to:	K. Wilson	File	Notes
Initials/Date:			

LEA:	Dates of Review:
LEA Coordinator:	
Telephone: (    )	Fax: (    )
E-mail:	
Team Lead:	
Team Members:	

### ***Part I – Preparation and Conduct of Review***

Team leader completes both pages of this form:	
	Date I contacted the LEA coordinator to confirm the onsite review schedule and request any needed district or school maps.
	Date I finished contacting all team members, including peer reviewers, to confirm the schedule and prepare for the review.
	Date I received the completed desktop monitoring report, school plans, and all related materials from the LEA.
	Date and time that I conducted the preliminary team meeting prior to the review.
	Date and time of the LEA exit meeting.
	Date that the Draft Notification of Findings Report was completed and submitted to the USOE Title I Director for review and approval.
	Date that the approved Notification of Findings Report was mailed to the LEA.

<sup>1</sup> Provide credible and knowledgeable support. Use a clear and fair process that ensures compliance. Build capacity for sustainable student achievement. Employ a rigorous and comprehensive system. Be practical, relevant, and efficient. Create and sustain supportive partnerships with all stakeholders.

## Part II – Reflection on Review

### Commendation (if any):

The Title I, Part C–Migrant Education Monitoring Team recommends that the LEA receive a commendation letter (Draft attached) for the following:

\_\_\_ Exemplary self-review or preparation for the monitoring visit.

\_\_\_ Exemplary practices.

### Assessment of the LEA preparation:

1. To what extent did the LEA desktop review reflect what the onsite monitoring team found in the LEA?

Consistently inaccurate ☹	Circle one: 1   2   3   4   5	Most accurate ☺
---------------------------	----------------------------------	-----------------

2. The onsite monitoring review went well in the following respects: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The team and I had the following problems with the review: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. We recommend the following: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Team Leader Signature:</b>	<b>Date:</b>	<b>Migrant Education Director Signature:</b>	<b>Date:</b>

USOE/Title I, Part C Form N

**Materials for USOE Title I, Part C–Migrant Education Monitoring Team  
Pre-Review Preparation**

<b>LEA:</b>	<b>County:</b>
<b>LEA Coordinator:</b>	
Telephone: (    )                -	Dates of USOE Monitoring Review:
Fax: (    )                -	Date of Pre-Review Team Meeting:
E-mail:	USOE Team Lead:

Materials	Data Source	Check (x) Indicates Received:
1. Certificates of Eligibility	MAPS	
2. MAPS student academic data	MAPS	
3. Application for funds	As submitted	
4. Migrant Budget Pages	As submitted	
5. Migrant Monitoring Desktop Review	Date(s) last submitted By LEA:	
6. Prior Onsite reviews	Notification of findings (if any).	
7. Audits of Title I or other federal programs (prior 5 years).	Audit report	
8. Demographic and enrollment data (Special Ed, Gifted, ELLs, etc.).		
9. OTHER (specify)		

Comments/ other data needs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Team Leader Signature:</b>	<b>Date:</b>	<b>Migrant Education Director Signature:</b>	<b>Date:</b>

USOE/Title I, Part C Form O

### **Factors That Determine Size of Peer Review Team**

- The number of Title I, Part C–Migrant Education program sites in the LEA
- The number of Title I schools on school improvement
- The distance of the LEA from peer review members

## Steps for LEAs to Prepare for Effective Onsite Monitoring Reviews

### *Preparing for an Effective Onsite Review*

#### **Before the Review**

**Complete the Desktop Monitoring Instrument.** The Desktop Monitoring Instrument is a tool that will be completed by all school districts in the state. While this tool takes some time and effort to complete the first time, it is well worth the effort because it helps districts comply with the law, it helps improve schools and districts, and it prepares a district for onsite reviews. Also, after the instrument is completed for the first time, it is easier for districts to track the information needed to respond in subsequent years.

**Notify all schools and LEA staff involved.** A series of observations, interviews, and document analyses are used by Compliance Monitoring Team members to determine whether the district is meeting the requirements of the law. These interviews, observations, and document analyses also take some time, so it is important that LEA and school building staff be alerted to the timelines involved. It is USOE's intent to make the process and expectations very clear; including what will be monitored during visits. LEA personnel and school building staff should not be surprised during team visits.

**Attend USOE Training on Compliance Monitoring Reviews.** USOE will conduct trainings for LEAs involved in Compliance Monitoring. These trainings will cover scheduling, procedures and processes, reporting formats, dealing with findings and other important logistics of site visits.

**Submit the Title I Monitoring LEA General Information Form.** This form needs to be submitted to USOE within 15 business days of receipt. This document allows USOE to schedule monitoring visits in a reasonable timeframe, and avoids conflicts with other important school events.

#### **During the Review**

**Entrance Meeting.** Entrance meetings with key district personnel typically take about 1 1/2 hours. District staff who are familiar with Title I, Part C—Migrant Education operation in the school district are interviewed during this time to collect vital information, set the frame for the rest of the visit, and establish rapport. The meeting acquaints staff with the team, it provides an opportunity to familiarize district staff with the purposes and goals of the visit, and allows them to talk about the big picture at the district level.

**Interview District Staff.** About three hours are necessary with district staff who are most familiar with the operation of Title I, Part C—Migrant Education Programs in the district to discuss LEA policies, procedures, records, and other documentation used to ascertain compliance.

**Building Site Visits.** The USOE selects school sites to be visited during the review in collaboration with the LEA. These site visits take from 1/2 to a full day. They consist of observations, interviews, and some document analyses as appropriate. The principal/leadership is interviewed, as are Migrant Education teachers and staff. Parents of children in the program may also be interviewed or asked to participate in a focus group. Most important, classrooms and other program activities will be observed during the site visits. It is USOE's intent that reviewers involved become very familiar with the day-to-day operations of schools.

### **Exit Meeting**

The LEA Director and Superintendent are encouraged to participate in the exit meeting. The exit meeting will take place at the end of the visit. At that time, the team will provide district leadership with a preliminary review of the findings. Areas of potential noncompliance will be discussed and suggestions for resolutions of identified issues will be made. Technical assistance will also be offered for LEAs to help them meet the requirements of the law.

## Title I, Part C—Migrant Education Onsite Logistics

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### Onsite Monitoring Team Leader Tasks and Responsibilities

**USOE Migrant Education staff will serve as Team Leaders for the Onsite Monitoring.**

They will typically be supported by one or more team members from the USOE or by designated peer reviewers.

#### ***Before the monitoring review and throughout the process:***

- Contact the LEA coordinator at least six weeks prior to the review to confirm the overall review schedule. Discuss tentative schedule, confirm dates, locations, and meeting times.
- Assist in the development of the detailed onsite monitoring schedule, including accommodations and other logistics.
- Identify documents, data, or materials necessary for team members to have prior to the onsite monitoring visit.
- Review and finalize onsite monitoring and logistics at least two weeks prior to the visit.
- Receive and review onsite monitoring materials.
- Coordinate onsite monitoring within the assigned LEA.
- Serve as a point of contact for LEAs.
- Respond to the needs of LEAs as they relate to the onsite monitoring process.
- Facilitate team meetings before, during, and after the onsite visit.
- Keep onsite monitoring team members informed about arrangements for the onsite monitoring visit.
- Facilitate team meetings to review data and documentation prior to the onsite monitoring visit.
- During team meetings identify areas of team concerns, if any, and develop strategies for the onsite monitoring visit.
- Request additional program staff when needed (e.g., due to illness or if a schedule requires it).
- Support the continual improvement of the onsite monitoring process.
- Support other onsite monitoring team leaders.

#### ***During the monitoring review:***

- Ensure that all scheduled activities are carried out consistent with the onsite monitoring schedule and with the monitoring system **Guiding Principles**<sup>1</sup>.
- Convene and chair team meetings including entrance/exit meetings and daily debriefings.
- Handle questions in the event of media inquiries and, when necessary, direct communication to the USOE Migrant Education Director or the USOE public information officer.
- Offer assistance to resolve issues of noncompliance.

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<sup>1</sup> See Page 2, Guiding Principles.

### ***After the monitoring review:***

- Ensure that a final draft “Onsite Review Findings” report is prepared within 10 business days of the last day of onsite monitoring, noting any commendations and any noncompliant items. Forward this draft to the USOE Migrant Education Director for review and approval.
- Ensure that the final “Onsite Review Findings” report contains all required signatures (USOE Team Lead, team members (via FAX, if necessary), and USOE Title I Director.
- After review and approval of the report by the USOE Migrant Education Director, ensure that the report is mailed to the LEA, within 15 business days of the final day of onsite monitoring.
- Review all available documents that indicate status of LEA responses.
- Contact onsite monitoring team members, as necessary, to clarify issues of noncompliance identified during the onsite monitoring review.
- Collaborate with the LEA Migrant Education Director to promote timely resolution of noncompliant issues.
- Complete post onsite monitoring visit evaluation.
- Facilitate post onsite monitoring team meeting, if necessary.



## Onsite Monitoring Team Member Tasks and Responsibilities

### ***Before the review:***

- Participate in pertinent onsite monitoring trainings.
- Participate in all team development activities pertaining to the onsite monitoring visit.
- Attend all scheduled meetings of the onsite monitoring visit in a timely manner.
- Prepare for the onsite monitoring visit by reviewing the provided background materials prior to the onsite monitoring visit.

### ***During the review:***

- Function as a program expert and be responsible for monitoring the program areas assigned.
- Refer questions and concerns regarding compliance to onsite review team leader.
- Avoid providing personal interpretations of federal Title I, Part C–Migrant Education requirements.
- Conduct the onsite monitoring visit, following USOE procedures, and under the supervision of the team leader.
- Identify and assist in the reporting of areas of noncompliance.
- Work cooperatively with the team leader and other team members before, during, and after the onsite monitoring visit.
- Use appropriate professional standards and compliance ethics while interacting with LEA staff and other team members.
- Report to the team leader by the scheduled time.

### ***After the review:***

- Review the final report.
- Sign the report along with other team members.

## 1 Day Migrant Education Onsite Monitoring Visit Schedule

# Migrant Programs to Visit: 1 – 2

# Migrant Onsite Review Team Members: 2 – 3

Time	Activity	Location	Personnel
Morning			
8:00 a.m.	LEA Entrance Meeting	LEA Office	Entire Review Team
9:00 a.m.	Migrant Schools Review	School/Program	Entire Review Team
12:00 p.m.	Lunch	TBA	Entire Review Team
Afternoon			
1:00 p.m.	LEA Administrative Review	LEA Office	Entire Review Team
2:00 p.m.	SEA Pre-Exit Meeting	LEA Office	Entire Review Team
3:00 p.m.	LEA Exit Meeting	LEA Office	Entire Review Team

## LEA Migrant Parent Involvement

LEA: \_\_\_\_\_

Federal law [20 U.S.C. §§ 6318, 6394] requires that each local educational agency (LEA) that receives Title I, Part C–Migrant Education funds develop in consultation with parent advisory councils (PAC) for programs of 1 school year or longer.

*Please mark an “X” beside each requirement met*

- ( ) A PAC was established to involve parents of migrant children in the joint development of the district Migrant Education plan.
- ( ) Involve parents in the process of program review and improvement
- ( ) Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance
- ( ) Build the schools’ and parents’ capacity for strong parental involvement
- ( ) Coordinate and integrate parental involvement strategies under this Part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool program(s)
- ( ) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served
- ( ) Involve parents in the activities of the schools served under this Part and to the extent feasible, provide advocacy and outreach activities such as gaining access to other education services, health, nutrition, and social services

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

USOE/Title I, Part C Form P

## Private School Consultation Checklist

LEA: \_\_\_\_\_

Federal law [20 U.S.C. §6320(b); 34 C.F.R. §200.63] requires that each local educational agency (LEA) that receives Title I funds provide eligible private school children, their teachers, and their families with Title I educational services or benefits that are equitable to those provided to eligible public school children, their teachers, and their families. To do so, the LEA must first consult in a timely and meaningful manner with appropriate private school officials during the design and development of the LEA's Title I programs.

The LEA must maintain in its records and provide to the SEA a written affirmation, signed by officials of each private school with participating children or appropriate private school representatives, that the required consultation has occurred. If the officials of the private schools do not provide the affirmations within a reasonable period of time, the LEA must submit to the SEA documentation that the required consultation occurred.

At a minimum, the LEA must consult with appropriate private school officials on the following:

*Please mark an "X" beside each requirement met*

- ( ) How the LEA will identify the needs of eligible private school children
- ( ) What services the LEA will offer to eligible private school children
- ( ) How and when the LEA will make decisions about the delivery of services
- ( ) How, where, and by whom the LEA will provide services to eligible private school children
- ( ) How the LEA will assess the services to eligible private school children, and how the LEA will use the results of that assessment to improve Title I services
- ( ) The size and scope of the equitable services that the LEA will provide to eligible private school children, and the proportion of funds that the LEA will allocate for these services
- ( ) The method or sources of data that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used
- ( ) The equitable services the LEA will provide to teachers and families of participating private school children
- ( ) If the district receives MEP funds, private school officials from sites serving migrant children have participated in meaningful and timely consultation.
- ( ) If the district receives MEP funds, eligible private school children, teachers, and other educational personnel were allowed to participate in district migrant education program activities.

Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

USOE/Title I, Part C Form Q

## Title I, Part C—Migrant Education Program Onsite Review Team Pre-Exit Meeting Checklist

**Scheduling:** The onsite review team’s pre-exit meeting is held on the last day of the onsite review.

**Participants:** USOE team leader, peer reviewers

**Objective:** As a result of this meeting, the USOE team leader will be prepared to discuss the team’s findings with the LEA at the LEA exit meeting and develop a written notification of findings for the LEA.

### Activities

- Review achievement data for participating students, desktop self-reviews, findings to date, and corrective actions;
- Discuss the legal requirements and compliance indicators in the context of the onsite observations and interviews conducted; and
- Make additional assignments for team members to complete the onsite review (if necessary).

### Compliance Item Checklist

Item	Topic	Legal Requirement	Compliant?
1	IDENTIFICATION & RECRUITMENT	Each child identified for migrant education services is a child who has (or whose parent, spouse, or guardian has) moved from one school district to another in the preceding 36 months in order to obtain (or accompany a parent, spouse, or guardian obtaining) temporary or seasonal employment in agricultural, dairy, or fishing activities as a principal means of livelihood.	Yes ___ No ___
2	IDENTIFICATION & RECRUITMENT	Local migrant education personnel implement procedures to accurately identify and recruit eligible students.	Yes ___ No ___
3	NEEDS ASSESSMENT	The State and local operating agencies identify the special educational needs of migratory children in accordance with a comprehensive State needs assessment plan.	Yes ___ No ___

Item	Topic	Legal Requirement	Compliant?
4	SERVICE DELIVERY INCLUDING PROVISION OF SERVICES AND COORDINATION	A migrant education program must be specifically designed to meet the unique educational needs of migratory children. The State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that is integrated through joint planning with other local, State, and Federal programs, under this chapter or other Acts, as appropriate.	Yes ___ No ___
5	SERVICE DELIVERY INCLUDING PROVISION OF SERVICES AND COORDINATION	In providing services with Title I Part C funds, each recipient shall give priority to migratory children who are failing or most at risk of failing to meet State academic standards, and whose education has been interrupted during the regular school year.	Yes ___ No ___
6	SERVICE DELIVERY INCLUDING PROVISION OF SERVICES AND COORDINATION	An SEA or LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.	Yes ___ No ___
7	PARENT INVOLVEMENT	In the planning and operation of migrant education programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils (PACs) for programs of 1 school year in duration. All such (1 year) programs are carried out in a format and language understandable to the parents and provide for the same parental involvement as is required for programs and projects under Title I, Part A [20 USC §6318(c)], unless extraordinary circumstances make such provision impractical.	Yes ___ No ___
8	PARENT INVOLVEMENT	To the extent feasible, migrant education programs provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.	Yes ___ No ___
9	PROGRAM EVALUATION	An LEA receiving MEP funds must use the results of the SEA's statewide MEP evaluation to improve the services provided to migratory children.	Yes ___ No ___

Item	Topic	Legal Requirement	Compliant?
10	FISCAL REQUIREMENTS	Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. In particular, these funds shall be used to address needs not addressed by services available from other programs.	Yes ___ No ___
11	FISCAL REQUIREMENTS	Any migrant education funds that are not used in the manner previously described [20 U.S.C. §6396(b)] must be used to coordinate migrant programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families.	Yes ___ No ___
12	PRIVATE SCHOOLS	An agency receiving Title I Part C (Migrant Education) funds, after timely and meaningful consultation with private school officials, shall provide special educational services or other benefits under this subpart on an equitable basis to eligible children who are enrolled in private elementary and secondary schools, and to their teacher and other educational personnel.	Yes ___ No ___

USOE/Title I, Part C Form R

(This page intentionally left blank.)



## Title I, Part C—Migrant Education Post-Review

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### Sample Onsite Monitoring Report Cover Letter

[Sample may differ slightly from actual version adopted for use in 2007-2008.]

May 20, 2008

John Smith  
USOE Sample District  
Utah

RE: USOE Sample District Title I, Part C—Migrant Education Onsite Monitoring Report

Dear John Smith:

This letter constitutes the official Title I, Part C—Migrant Education Monitoring Report based on the USOE Sample District onsite visit that was conducted May 9–10 along with the follow-up review with district administrators. The Utah State Office of Education appreciates the attention your district and school staff gave to the monitoring process and their responsiveness to requests for documentation and interviews.

### SUMMARY OF VISIT

The Title I, Part C—Migrant Education Monitoring Team visited the USOE Sample District office and the following sites as part of the onsite review:

- <Sample> Elementary School
- <Sample> Middle School

The process included a review of several sources of data:

- Documentation (assurances, plans, agendas, policies, reports, financial plans and budgets, etc.)
- Interviews (LEA Migrant Education Director, administrators, parents, and community representatives)
- Classroom observations

## SUMMARY OF FINDINGS

During the onsite review, the Title I, Part C–Migrant Education Monitoring Team identified the following specific efforts for which USOE Sample District was commended at the Migrant Education Review Exit Meeting:

Commendation(s):

- USOE Sample District maintains comprehensive Title I, Part C–Migrant Education eligibility documentation and does a good job Identifying and Recruiting eligible migrant students (items 1, 2).

This report identifies a determination of finding for each compliance item. The determinations are outlined below:

- Met Requirement: 11 of 12 items  
The evidence reviewed demonstrated compliance.
- Recommendations: 0 items  
The evidence reviewed demonstrated compliance; the Utah State Office of Education recommends the LEA consider strengthening efforts to enhance effectiveness of programs.
- Findings of Noncompliance: 1 Finding (Item 7)  
The evidence reviewed did not demonstrate compliance.
- Not Applicable: 0 items  
The local education agency does not have programs or conditions relevant to these specific indicators.

## CORRECTIVE RESPONSE(S) OR CORRECTIVE ACTION PLAN(S) AND TIMELINES

For each finding of noncompliance, the LEA is required to provide a Corrective Response or Corrective Action Plan within 30 business days of receipt of this report. All Corrective Action Plans must result in demonstrated compliance within 180 business days.

### Corrective Response

If the LEA is able to resolve the issue of noncompliance within the 30 business-day period, the LEA may submit appropriate documentation through a Corrective Response (CR). The CR must include the following information:

- Identify the LEA staff responsible, including title.
- Identify each specific Title I, Part C–Migrant Education noncompliance finding.
- Describe the specific corrective action(s) taken to resolve each noncompliance finding.
- Show the completion date of corrective action(s).
- Include documentation that demonstrates compliance.
- Include the signature of the authorized agent of the LEA.

### Corrective Action Plan

If the LEA is unable to resolve the issue of noncompliance within the 30 business-day period, the LEA must submit a Corrective Action Plan (CAP). The CAP must include the following information:

- Identify the LEA staff responsible, including title.
- Identify specific Title I, Part C–Migrant Education noncompliance item.
- Describe the specific corrective action(s) to be taken to resolve each noncompliance finding.
- Show the proposed completion date of corrective action(s).
- Identify the future documentation that will be submitted to demonstrate compliance.
- Include the signature of the authorized agent of the LEA.

If the LEA feels that any findings of noncompliance were inaccurate, the LEA has 15 business days to provide a written appeal with documentation demonstrating LEA compliance with the issue in question. Written appeals are to be submitted to Karl Wilson, State Director of Title I Programs. The Utah State Office of Education will provide formal written notification that the proposed LEA Appeal, CR, or CAP has been accepted or is in need of revision.

Sincerely,

Karl Wilson  
State Director of Title I Programs

Kreig Kelley  
Title I Monitoring Specialist

Max Lang  
Migrant Education Specialist

## Sample Summary of Onsite Review Findings

[Sample may differ slightly from actual version adopted for use in 2007-2008.]

### UTAH STATE OFFICE OF EDUCATION Title I, Part C—Monitoring Report: Summary of Onsite Review Findings USOE Sample District

Onsite Monitoring Visit Date(s): May 9-10

Onsite Review Team: Max Lang, Peer Reviewer 1, Peer Reviewer 2

Please Note: For all monitoring items for which there is a "Finding," please submit Corrective Response or Corrective Action Plan within 30 business days to USOE Title I Director Karl Wilson. Electronic templates for the Corrective Response or Corrective Action Plan are available online at <http://usoe.edgateway.net/mi>.

### MET REQUIREMENTS

- Item 1: LEA has correctly identified eligible migrant students.
- Item 2: LEA follows correct procedures to accurately identify migrant students.
- Item 3: LEA conducts a comprehensive needs assessment (CNA).
- Item 4: LEA address the unique needs of migrant students in accordance with its CNA.
- Item 5: LEA provides for identified priority for service students.
- Item 6: LEA has provided all pertinent student records upon request.
- Item 8: LEA has provided for advocacy and outreach services to the extent feasible.
- Item 9: LEA has used the results of the Migrant Education Program (MEP) evaluation to improve its program.
- Item 10: LEA has used Title I, Part C—Migrant Education funds to supplement and not supplant.
- Item 11: LEA has used Title I, Part C—Migrant Education funds in coordination with similar Programs.
- Item 12: LEA has consulted with Private Schools.

### MET REQUIREMENTS, WITH RECOMMENDATIONS

- Item 9: It is recommended that LEA consider MEP evaluation to align services more closely to migrant students' needs.

### NOT APPLICABLE FOR THIS LEA

- Items: All items are applicable for this LEA.

### FINDINGS OF NONCOMPLIANCE

- Item 7: LEA has not created a migrant PAC for the development of its MEP Plan.  
Reference(s): 20 USC §6394(c)(3), NCLB §1304(c)(3)  
Legal Requirement: The MEP Plan must be developed in consultation with parents of migrant children in districts served under this part.  
Comments: LEA did not consult with parents in developing the MEP Plan.

## Sample Onsite Review Findings Report

[Sample may differ slightly from actual version adopted for use in 2007-2008.]

Utah State Office of Education  
Title I, Part C–Migrant Education Monitoring Report: Onsite Review Findings  
USOE Sample District  
2007-2008

### ONSITE REVIEW SUMMARY: TITLE I, PART C–MIGRANT EDUCATION COMPLIANCE ITEMS

Onsite Review Team: Max Lang, Peer Reviewer 1, Peer Reviewer 2

Onsite Review: May 9-10, 2008

#### Desktop Submission Summary: Title I, Part C–Migrant Education Compliance Items

Topic	Number of Items in Compliance	Number of Items Not in Compliance
Identification & Recruitment	2	0
Needs Assessment	1	0
Service Delivery Including Provision of Services and Coordination	3	0
Parent Involvement	1	1
Program Evaluation	1	0
Fiscal Requirements	2	0
Private Schools	1	0

### DESKTOP SUBMISSION SUMMARY

Submitted by: John Smith

Submission date: September 30, 2008

Are you a charter school?	No
Do you have approved Schoolwide programs in your LEA?	Yes
Do you have approved Targeted Assistance programs in your LEA?	No
Do you have Title I Schools identified as In Need of Improvement?	Yes
Does your LEA receive \$500,000 or more in Title I, Part A funds?	Yes
Are there any private schools within the boundaries of your school district?	Yes
Do you provide Title I services to private school children?	Yes
Has the LEA been identified as in need of improvement?	No
Does your district receive Title I, Part C–Migrant Education funds?	Yes

## LEA Title I, Part C–Migrant Education Monitoring System Evaluation

**Directions:** *Please consult with those in your LEA who participated in the USOE Title I, Part C–Migrant Education monitoring review(s), and answer each question as candidly as possible. The results will be used to revise the monitoring system.*

Name of LEA Monitored: \_\_\_\_\_

Role of person completing this survey:

\_\_\_\_\_ Title I, Part C–Migrant Education Director

\_\_\_\_\_ Peer Reviewer

\_\_\_\_\_ Superintendent

\_\_\_\_\_ Other (please specify): \_\_\_\_\_

1. Please rate the degree to which you agree with the following statements.

USOE Goal	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
a. The monitoring system was based on accurate representations of the NCLB Title I requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The contents of the monitoring system were clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The monitoring system represents a fair and equitable way to conduct monitoring of Title I programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The monitoring system will serve to build capacity for sustainable student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The monitoring system is rigorous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The monitoring system is comprehensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The monitoring system is a practical and efficient way to conduct monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The monitoring system helps to build and sustain supportive partnerships between the USOE and LEAs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. District personnel felt well-prepared to respond to the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2a. Please rate the various aspects of this year's Title I, Part C–Migrant Education monitoring system.

	Poor	Fair	Good	Excellent
USOE materials to use to determine compliance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
USOE training to prepare for completion of the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEA process for collecting data to answer compliance questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsiveness of USOE staff to any questions the LEA may have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectivity of the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasonableness of data collection tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall effectiveness of the monitoring system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b. If you rated any of the statements in Question 2a as being poor or fair, please briefly explain why.

3. Were there any positive effects of participating in the Title I, Part C–Migrant Education monitoring system for your LEA? If so, please describe.

4. Were there any negative effects? If so, please describe.

5. How might the USOE improve its Title I, Part C–Migrant Education monitoring process?

6. Were there any specific requirements in the monitoring system that you felt represented a misinterpretation of the NCLB Title I law? If yes, please provide a detailed explanation. Use reverse side if needed.

Finally, if your LEA has evidence that a finding of noncompliance is inaccurate or if the LEA believes that the law has been misinterpreted, please describe the details in a letter to:

Karl Wilson  
USOE Title I Director  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200

USOE/Title I, Part C Form S

## LEA Compliance Response Procedure

### Purpose

An LEA Compliance Response is required whenever the Title I, Part C—Migrant Education Monitoring Report of Findings has identified one or more items as noncompliant.<sup>1</sup>

This Title I Compliance Response Template (USOE, Title I, Part C Form T, p. 114) provides a format for the LEA to submit evidence that noncompliant practices have been corrected, or to submit a proposed Corrective Action Plan for USOE approval.

### Procedures

The LEA must submit an original and one copy of this **Compliance Response** to the USOE within 30 business days of the Title I Monitoring Notification of Findings Report.

For **noncompliance findings resolved within the initial 30 business-day period**, the proposal must:

- *Identify* specific items of Title I, Part C noncompliance;
- *Identify* the LEA staff responsible, including title;
- *Describe* the specific corrective action that was taken to resolve each noncompliance finding;
- *Show* the completion date of corrective action;
- *Include* documents to verify compliance; and
- *Include* the signature of an authorized agent of the LEA.

For **noncompliance findings that cannot be resolved within the 30 day period**, laws and regulations permit an LEA and USOE to enter into a compliance agreement. Some items may require resolution within the 30-day period, and no compliance agreement is allowed.

For **noncompliance findings that are proposed to be subject to a Corrective Action Plan**, the proposal must:

- *Identify* specific items of Title I, Part C—Migrant Education noncompliance;
- *Identify* the LEA staff responsible, including title;
- *Describe* the specific corrective action that will be taken for each noncompliance finding;
- *Show* the proposed completion date of corrective action;

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<sup>1</sup> A noncompliant finding is a specific local practice that fails to meet minimum legal requirements. The USOE Monitoring Notification of Findings Report will:

- Contain a clearly described statement of the requirement so that the remedy is apparent.
- Reference the specific practice or procedure that fails to meet the federal requirement.
- Specify the student group, grade(s), school(s), etc., necessary to document the extent of the noncompliant practice noted by the review team.
- Will not be obscured by additional statements not required to document the noncompliant practice, nor by recommendations.



- *Indicate* what documents will be submitted to verify compliance; and
- *Include* the signature of an authorized agent of the LEA.

Corrective Action Plan requests should be for a *reasonable* time to resolve noncompliance and cannot exceed 180 calendar days from the expiration of the 30 business-day period. An approved Corrective Action Plan permits USOE to suspend, for the duration of the Plan, any enforcement actions that it is obligated to perform. The USOE is obligated to resume enforcement actions if an LEA does not resolve the noncompliance before the end of the approved Corrective Action Plan.

For each noncompliance issue handled through a Corrective Action Plan, the proposal must be resubmitted before the ending date of the agreement. The resubmission must be accompanied by documentation that indicates that the issues have been resolved and include the date on which the LEA became compliant.

**Submit the original proposal and one copy to:**

Karl Wilson  
USOE Title I Director  
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200

For electronic submittals, information can be e-mailed to USOE at:

Karl Wilson    [karl.wilson@schools.utah.gov](mailto:karl.wilson@schools.utah.gov) or 801-538-7509 or faxed to 801-538-7882.

Max Lang        [max.lang@schools.utah.gov](mailto:max.lang@schools.utah.gov) or 801-538-7725 or faxed to 801-538-7991.

Kreig Kelley    [kreig.kelley@schools.utah.gov](mailto:kreig.kelley@schools.utah.gov) or 801-538-7975 or faxed to 801-538-7991.

*When a LEA submits a proposal, the USOE NCLB Title staff will determine whether the information resolves noncompliance. The USOE will inform the LEA in writing of its decision and if additional information is required.*

## USOE Title I, Part C–Migrant Education Compliance Response Template

[Sample may differ slightly from actual version adopted for use in 2007-2008.]

LEA: \_\_\_\_\_ County: \_\_\_\_\_

LEA Coordinator: \_\_\_\_\_

Telephone: (     ) \_\_\_\_\_ - \_\_\_\_\_     Dates of USOE  
Monitoring Review: \_\_\_\_\_

Fax: (     ) \_\_\_\_\_ - \_\_\_\_\_     Date of USOE Notification  
of Findings Report: \_\_\_\_\_

E-mail: \_\_\_\_\_     USOE Team Lead: \_\_\_\_\_

This proposed Compliance Response (CR)/Corrective Action Plan (CAP) is required whenever the Title I, Part C–Migrant Education Monitoring Report of Findings has identified one or more items as noncompliant. It must be completed by the LEA coordinator and signed by the LEA superintendent or authorized representative.

**Assurance:**    *I certify that all corrective actions specified below have been or will be implemented at all sites in the LEA and that the new procedures will be used in the future.*

\_\_\_\_\_  
Signature of superintendent or authorized agent     Date     Telephone number

\_\_\_\_\_  
Printed or typed name and title of authorized agent

NCLB, Title I, Part C–Migrant Education Compliance Item:	
<i>Name &amp; Title of individual responsible:</i>	
<i>Specific corrective actions that <b>have</b> resolved (CR) or <b>will</b> resolve (CAP) items of noncompliance (include evidence)</i>	
<i>Date of Compliance (Past – CR):</i>	<i>Proposed Date of Compliance (Future – CAP):</i>

<b>NCLB, Title I, Part C—Migrant Education Compliance Item:</b>	
<i>Name &amp; Title of individual responsible:</i>	
<i>Specific corrective actions that <b>have</b> resolved (CR) or <b>will</b> resolve (CAP) items of noncompliance (include evidence)</i>	
<i>Date of Compliance (Past – CR):</i>	<i>Proposed Date of Compliance (Future – CAP):</i>

<b>NCLB, Title I, Part C—Migrant Education Compliance Item:</b>	
<i>Name &amp; Title of individual responsible:</i>	
<i>Specific corrective actions that <b>have</b> resolved (CR) or <b>will</b> resolve (CAP) items of noncompliance (include evidence)</i>	
<i>Date of Compliance (Past – CR):</i>	<i>Proposed Date of Compliance (Future – CAP):</i>

USOE/Title I, Part C Form T

## USOE Title I, Part C—Migrant Education Corrective Action Procedure

### Purpose

This procedure is to fulfill the Federal requirement that state education agencies (SEA) ensure that when a local education agency (LEA) has been found to not be in compliance through monitoring, audit, or formal complaint procedures, that those issues of noncompliance be corrected within 6 months of the state issuing a notification of noncompliance.

### Utah Title I Corrective Action Procedure

Timeline From Date of Identification	Step to be Taken Issue of noncompliance is identified through monitoring, audit, or formal complaint report.			
15 Days*	1.	USOE provides formal written notification to LEA of issue of noncompliance.		
15 Days*	2A.	If the LEA disagrees with the SEA finding, the LEA will provide a written appeal with documentation demonstrating LEA compliance of the issue in question.	OR 30 Days*	2B. If the LEA does not dispute the SEA finding, the LEA will provide to USOE a compliance response or corrective action plan (CAP) that addresses how the LEA resolved or will resolve the issue of noncompliance.
15 Days*	3.	USOE will provide formal written notification that the proposed LEA Appeal or CAP has been accepted or is in need of revision. If the appeal is accepted, USOE will send a formal letter to the LEA stating that the LEA is in compliance. If the CAP is approved, move to step 7.		
10 Days* (if needed)	4A.	The LEA will provide to USOE any required revisions to the appeal.	OR 10 Days* (if needed)	4B. The LEA will provide to USOE any required revisions to the CAP.
10 Days* (if needed)	5.	If the LEA revisions of the appeal or CAP are approvable, USOE will provide formal notification that the LEA revisions are accepted. If the CAP is approved, move to step 7.		
10 Days* (if needed)	6A.	If the LEA revisions to the appeal are NOT approvable, the LEA must develop a CAP according to step 2B.	OR 10 Days* (if needed)	6B. If the LEA revisions to the CAP are NOT approvable, the LEA must submit revisions within 5 working days to USOE.
6 months	7.	As soon as possible, but in no case later than 6 months from the time that the issue of noncompliance is identified through monitoring, audit, or complaint report. <ul style="list-style-type: none"> <li>The LEA completes all corrective actions in the SEA-approved CAP.</li> <li>The LEA provides to the SEA documentation that corrective action is completed and the issue of noncompliance has been resolved.</li> </ul>		
15 Days*	8.	If needed, USOE will conduct an onsite verification that the LEA has completed all corrective actions and resolved the issue of noncompliance. USOE will provide a formal letter of determination that the LEA has completed corrective action and met compliance requirements.		
	9.	If the LEA is unable to demonstrate compliance after corrective action efforts have been completed, USOE will consider withholding of Title I funds.		

\*Days means business days.

## USOE Title I, Part C—Migrant Education Hierarchy of Consequences

The USOE and LEAs will make use of a four stage progressive series of consequences that includes greater state and LEA management involvement should issues of noncompliance remain unresolved for an extended period of time. The aim of these procedures is to ensure timely support to the LEA to achieve resolution of noncompliant issues and, at the same time, to ensure that the USOE complies with its obligations for monitoring and oversight of LEA use of Title I resources.

### Pre-Stage 1: Response to Findings

LEA submits Compliance Resolution (CR) or proposed Corrective Action Plan (CAP) in 30 business days after Notification of Findings (based on the annual desktop or onsite review).	USOE reviews CR or CAP and approves, providing technical assistance as needed. CAP may not exceed 180 calendar days.
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### Stage 1: Technical Assistance

LEA fails to submit a response in 30 business days, or submits an inadequate response or proposal for Corrective Action.	USOE staff work with LEA staff on revision of proposal. Offer technical assistance.
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### Stage 2: Additional Support

LEA is non-compliant more than 145 calendar days.	<b>USOE Title I Director</b> contacts LEA Title I Director via telephone and letter to support and encourage resolution. Extends offer of additional technical assistance.
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### Stage 3: Increasing Management Engagement

LEA is non-compliant more than 225 days	<b>USOE Title I Director and the appropriate Associate Superintendent</b> contact the <b>LEA superintendent</b> via letter to inform him/her that the LEA is non-compliant more than 225 days, and that the USOE will notify the local governing board if compliance resolution has not occurred after 365 days.
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### Stage 4: Enforcement

LEA is non-compliant more than 365 days.	<b>The USOE Deputy Superintendent</b> sends a letter to the <b>local board president</b> notifying him/her that the LEA has been non-compliant more than 365 days. The State Board of Education initiates sanctions against the LEA.
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In extraordinary cases, the fourth stage—reached when an LEA is non-compliant more than 365 days—may be delayed by the USOE when an LEA has provided substantial evidence of good faith progress on issues of great difficulty and scale.

Any such extensions of Corrective Action Plans must be supported by evidence of actions taken to partially or substantially resolve a compliance issue. A decision to extend a Corrective Action Plan beyond 365 days may be made only by the State Superintendent of Public Instruction, in consultation with the district superintendent and the governing board of the LEA. Any time the Utah State Office of Education is considering sanctions that would impact LEA funding, the LEA has a right to appeal that decision to the State Superintendent of Public Instruction.

Should there be a need for sanctions, they may include:

- Suspension of the LEA's spending authority;
- Withholding payment of reimbursements claimed; and
- Requiring re-payment of Title I, Part C—Migrant Education funds.

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## **Appendices**

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Appendix A: USOE Title I, Part A Monitoring Instrument

Appendix B: USOE Title I, Part A Monitoring – Onsite Interview Guides

Appendix C: USOE Title I, Part C–Migrant Education Monitoring Instrument

Appendix D: USOE Title I, Part C–Migrant Education Monitoring – Onsite Interview  
Guides





## APPENDIX A

### Utah State Office of Education NCLB Title I Part A Monitoring Instrument

This draft Title I Part A monitoring instrument is an information-gathering tool that also contains statutory and evidentiary guidance. During the SY2006-2007 system pilot, it will be used by LEA Title I directors to conduct annual desktop self-reviews. USOE-led monitoring teams will also use a similar instrument as they visit LEA sites.

Column 1 – Item: Compliance item number (56 total)

Column 2 – Topic: This column organizes the 56 compliance items into 10 topic categories to streamline the monitoring process:

Items 1-2: LEA Plan & Report Card

Items 3-5: Eligibility & Use of Funds

Items 6-17: Schoolwide Programs

Items 18-24: Targeted Assistance Schools

Items 25-34: School Improvement

Items 35-40: Parent Involvement

Items 41-44: Qualifications for Teachers and Paraprofessionals

Items 45-47: Private Schools

Items 48-55: Fiscal Requirements

Item 56: LEA Improvement

Column 3 – Reference(s): Specific reference from the original *No Child Left Behind Act of 2001* (NCLB), the U.S. Legal Code (USC), the Code of Federal Regulations (CFR), or the Office of Management and Budget (OMB) that requires the monitoring of the compliance item

Column 4 – Legal Requirement: Specific requirement that must be monitored, as mandated by the legal reference from Column 3

Column 5 – Compliance Indicator(s): Question(s) the reviewer will use to determine whether the LEA is in compliance with the legal requirement from Column 4

Column 6 – Potential Lines of Evidence: Documentation and/or interviews the reviewer might utilize to answer the compliance indicator question(s) from Column 5

**LEA Name:** \_\_\_\_\_

**Monitoring Date:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Report Date:** \_\_\_\_\_

NOTE: Any item listed here is subject to verification. LEAs may need to gather information through such means as review of documents, interviews, or classroom observations to verify compliance. LEAs are expected to keep items used as evidence of compliance on file.

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
1	LEA PLAN & REPORT CARD	NCLB §1111(h)(2) 20 USC §6311(h)(2)	The LEA prepares and disseminates an annual LEA report card.	A. If the LEA provides a report card other than that provided by USOE, is the content of the report card in accordance with the requirements of Section 6311(h)(1)(C) and 6311(h)(2)(B)?  B. Is the document in a format and language that is understandable to parents?  C. Was the annual LEA report card disseminated widely through available public means?	– LEA report card – News article with report card data – School newsletter – PTA meeting minutes, agendas – Sample report cards in other languages – Examples of dissemination strategies used

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
2	LEA PLAN & REPORT CARD	NCLB §1112(d)(1) 20 USC §6312(d)(1)	The CUSAP was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.	Does the evidence indicate that the required consultation has occurred?	<ul style="list-style-type: none"> <li>– Meeting notices, agendas, minutes, rosters of attendees</li> <li>– CUSAP signature page</li> <li>– Interviews with LEA, teachers, and parents</li> </ul>
3	ELIGIBILITY & USE OF FUNDS	NCLB §1113(a)(1) 20 USC §6313(a)(1)	The LEA uses Title I funds only in eligible school attendance areas/schools.	Are Title I funds used only in Title I eligible schools?	<ul style="list-style-type: none"> <li>– CUSAP</li> <li>– LEA and school budgets and expenditure reports</li> </ul>
4	ELIGIBILITY & USE OF FUNDS	NCLB §1113(a)(5) 20 USC §6313(a)(5)	The LEA uses the same measure of poverty with respect to all school attendance areas to: a) identify eligible school attendance areas; b) determine the ranking for each area; and c) determine allocations.	<p>A. Does low-income and enrollment data support the project application?</p> <p>B. Are schools ranked appropriately?</p> <p>C. Are all participating schools being funded based on low-income data from the same source?</p>	<ul style="list-style-type: none"> <li>– CUSAP Title I eligibility worksheet</li> <li>– Source of low income data</li> <li>– Source of enrollment data</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
5	ELIGIBILITY & USE OF FUNDS	NCLB §1113(c)(3) 20 USC §6313(c)(3)	The LEA sets aside such funds as necessary to provide services comparable to those provided to children in schools funded under this part to serve, where appropriate, eligible homeless children who do not attend participating schools and children who live in institutions for neglected or delinquent children.	If applicable, is there evidence to show that funds are being set aside for services to these special populations?	– CUSAP Title I eligibility worksheet
6	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(A) 20 USC §6313(b)(1)(A) 34 CFR §200.26(a)	Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum).	A. Do schoolwide plans show evidence of a needs assessment being conducted that includes all students as well as all required subgroups -- economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and migratory students?  B. Does the process involve a variety of data gathered from multiple sources?  C. Does the needs assessment examine teacher, school, and community strengths and needs?  D. Are the results and findings of the needs assessment described in a document?	– Schoolwide plans – Documents that were utilized in conducting needs assessment (e.g., test data, surveys, discipline reports, attendance data, etc) – Documents that describe the results and findings of the needs assessment for all subgroups

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
7	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(B) 20 USC §6314(b)(1)(B) 34 CFR §200.28(a)	For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are implemented.	<p>A. Are opportunities provided for all children to meet the state's proficient and advanced performance levels?</p> <p>B. Does the plan address the needs of all children, but particularly the needs of low achieving students and those at risk of not meeting the state's student academic achievement standards?</p> <p>C. Does the plan address how the school will determine if identified needs have been met?</p> <p>D. Does the school use effective methods and instructional practices that are based on scientifically-based research?</p>	<ul style="list-style-type: none"> <li>– Schoolwide plans</li> <li>– Documented research base underlying instructional program</li> <li>– Progress reports to the LEA from the School Support Teams (for schools identified as In Need of Improvement)</li> <li>– Classroom observations</li> <li>– Interviews with LEA, principals, and teachers</li> </ul>
8	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(C) NCLB §9101(23) 20 USC §6314(b)(1)(C) 20 USC §6319(c-e) 20 USC §7801(23) 34 CFR §200.28(b)	In schoolwide program schools, instruction is provided by a highly-qualified staff.	Are the qualifications of staff (teachers and paraprofessionals) in keeping with the requirements of 20 USC §7801(23) and §6319(c-e)?	<ul style="list-style-type: none"> <li>– CACTUS highly-qualified staff documentation</li> <li>– CUSAP assurances</li> <li>– Certification data for appropriate staff</li> <li>– Principal's written attestation statement submitted to LEA</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
9	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(D) NCLB §1119 NCLB §9101(34) 20 USC §6314(b)(1)(D) 20 USC §7801(34) 34 CFR §200.28(b)(2)	In schoolwide program schools, high-quality and ongoing professional development is provided for teachers, principals and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff to enable all children to meet the state's student academic achievement standards.	A. Does the professional development that is provided to teachers, principals, and paraprofessionals meet the standards of high-quality and ongoing professional development as defined in 20 USC §7801(34)?  B. Is the ongoing professional development that is provided to teachers, principals, and paraprofessionals designed to enable all students in the school to meet the state's academic standards?  C. Are professional development activities aligned with state academic standards (Utah State Core Curriculum)?	– Records of professional development activities (including attendance records) – Professional development section of CUSAP and schoolwide plan – Interviews with LEA, principals, teachers, parents, and other staff, as appropriate
10	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(E) 20 USC §6314(b)(1)(E) 34 CFR §200.28(b)(1)	In schoolwide program schools, strategies are implemented to attract highly qualified teachers to high need schools.	Do LEA/school recruitment strategies show the likelihood of attracting highly-qualified staff to high needs schools in the district?	– Documents describing employment incentives/policies in schoolwide program schools – Interview with LEA human resources director

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
11	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(G) 20 USC §6314(b)(1)(G)	Schoolwide program schools implement plans for assisting children in the transition from early childhood programs to local elementary school programs.	A. Is there evidence of collaboration between schools and preschool programs?  B. Does the schoolwide plan include strategies for helping children make the transition from the preschool setting to the elementary setting?	<ul style="list-style-type: none"> <li>– Documents that show evidence of collaboration between school and preschool programs (e.g., Head Start, Even Start, etc.)</li> <li>– Schoolwide plan (for related activities)</li> <li>– Records of communication with area preschool programs</li> <li>– Interviews with LEA, principals, early childhood program directors, and parents of participating children</li> </ul>
12	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(H) 20 USC §6314(b)(1)(H) 34 CFR §200.28(b)(4)	In schoolwide program schools, teachers are included in decisions regarding the use of assessments.	Is there evidence to show that teachers are included in the decisions regarding the use of assessments to improve the achievement of individual students and the overall instructional program?	<ul style="list-style-type: none"> <li>– Meeting notices, agendas, minutes</li> <li>– Surveys/questionnaires</li> <li>– Schoolwide plans</li> <li>– Assessment instruments</li> <li>– Interviews with principals and teachers</li> </ul>
13	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(I) 20 USC §6314(b)(1)(I) 34 CFR §200.28(d)	In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely additional assistance.	A. Is there a process that is currently being implemented to identify students experiencing difficulty meeting standards?  B. Is there evidence of timely and effective additional assistance provided for students experiencing difficulty?	<ul style="list-style-type: none"> <li>– Schoolwide plans</li> <li>– Minutes from student assistance team meetings</li> <li>– Unit plans, lesson plans, grade level plans</li> <li>– Instructional intervention plan</li> <li>– Interviews with principals, teachers, parents</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
14	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(1)(J) 20 USC §6314(b)(1)(J) 34 CFR §200.27(b)(3)	In schoolwide program schools, there is coordination and integration of federal, state and local services and programs.	A. Is there a list of state and local programs and other federal programs that are included in schoolwide programs?  B. Is there evidence to show that these programs are coordinated?	<ul style="list-style-type: none"> <li>– Schoolwide plans</li> <li>– Budgets</li> <li>– Interviews with principals and teachers</li> </ul>
15	SCHOOLWIDE PROGRAMS	NCLB §1114(b) 20 USC §6314(b) 34 CFR §200.28(a)	In schoolwide program schools, schools have developed comprehensive plans for reforming the total instruction program.	Do schoolwide plans incorporate the required components from 20 USC §6314(b)?	<ul style="list-style-type: none"> <li>– Schoolwide plans</li> </ul>
16	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(2)(B)(ii) 20 USC §6314(b)(2)(B)(ii) 34 CFR §200.27(b)(2)	In schoolwide program schools, schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.	Is there evidence to indicate that schoolwide plans were developed with the involvement of the individuals consistent with program requirements?	<ul style="list-style-type: none"> <li>– Meeting notices, agendas, minutes, and participation rosters</li> <li>– Results of surveys and/or questionnaires</li> <li>– Interviews with principals, teachers, parents, and members of the community to be served</li> </ul>
17	SCHOOLWIDE PROGRAMS	NCLB §1114(b)(2)(B)(iv) 20 USC §6314(b)(2)(B)(iv) 34 CFR §200.27(c)(2)	In schoolwide program schools, school plans are in an understandable and uniform format and are available to the LEA, parents, and the public.	A. Is there evidence to show that school plans are being disseminated in an appropriate manner?  B. Is information from the schoolwide plan available in an understandable and uniform format?	<ul style="list-style-type: none"> <li>– Schoolwide plans</li> <li>– School newsletters</li> <li>– School letters to parents</li> <li>– Interviews with principals and parents</li> </ul>



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18	TARGETED ASSISTANCE SCHOOLS	NCLB §1115(b)(1)(B) 20 USC §6315(b)(1)(B)	Targeted assistance programs focus on children who are failing or most at-risk of failing to meet State standards, using multiple, educationally-related, objective criteria.	A. Is there documented evidence to show that targeted assistance schools collaborated with the LEA in determining student selection criteria?  B. Have the children with the greatest academic need been identified for and served by Title I services?	<ul style="list-style-type: none"> <li>– Selection criteria and process</li> <li>– Eligibility lists</li> <li>– Participant lists</li> <li>– Assessment documents</li> <li>– Records documenting meetings with participating schools to discuss selection criteria</li> <li>– Interviews with LEA, principals, and parents</li> </ul>
19	TARGETED ASSISTANCE SCHOOLS	NCLB §1115(b)(1)(B) 20 USC §6315(b)(1)(B)	Children from preschool through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures.	Are children in grades PK-2 selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures?	<ul style="list-style-type: none"> <li>– Selection documents</li> <li>– Interviews with teachers and parents of PK-2 children</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
20	TARGETED ASSISTANCE SCHOOLS	NCLB §1115(c)(1)(C) 20 USC §6315(c)(1)(C)	Targeted assistance programs use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program of the school and improve the achievement of children, and that: a) Give primary consideration to extended time; b) Help provide an accelerated, high-quality curriculum; and c) Minimize removing children from the regular classroom during regular school hours.	A. Does the targeted assistance program help participating children meet the state's challenging student academic achievement standards expected for all students?  B. Are instructional strategies used that: i) Give primary consideration to extended learning time? ii) Help provide an accelerated, high-quality curriculum? iii) Minimize removing children from the regular classroom during regular school hours?  C. How did the school determine that instructional programs are based on scientifically-based research?	– Documentation related to student selection and performance – Targeted assistance program narratives – Curriculum and instructional materials used as part of targeted assistance program – Research literature supporting selected instructional program – Program and classroom observations – Interviews with principals, teachers, and parents of participating children
21	TARGETED ASSISTANCE SCHOOLS	NCLB §1115(c)(1)(D) 20 USC §6315(c)(1)(D)	Targeted assistance program is coordinated with and supports the regular education program.	Is there evidence of coordination between Title I and the regular instructional program?	– Title I teacher schedules – Lesson plans – Classroom observations – Interviews with principals and teachers
22	TARGETED ASSISTANCE SCHOOLS	NCLB §1115(c)(1)(E) NCLB §1119(c) NCLB §9101(23) 20 USC §6315(c)(1)(E) 20 USC §6319(c-e) 20 USC §7801(23)	In targeted assistance schools, instruction is provided by highly-qualified staff.	Are the qualifications of Title I staff (teachers and paraprofessionals) in accordance with the requirements of 20 USC §7801(23) and §6319(c-e)?	– CACTUS – Principal's written attestation statement submitted to LEA

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
23	TARGETED ASSISTANCE SCHOOLS	NCLB §1115(c)(1)(F) 20 USC §6315(c)(1)(F)	In targeted assistance schools, opportunities are provided for professional development for personnel and, if appropriate, parents, who work with participating children either in the Title I program or the regular education program.	A. Are Title I funds used to provide professional development opportunities for Title I and regular education personnel and, if appropriate, parents?  B. Does the professional development that is provided enable students to meet the state's challenging student academic achievement standards?	<ul style="list-style-type: none"> <li>– Documentation demonstrating how professional development meets student needs</li> <li>– Targeted assistance program narratives</li> <li>– District and school professional development plans/activities</li> <li>– Interviews with LEA, principals, teachers, paraprofessionals, and parents of participating students (as appropriate)</li> </ul>
24	TARGETED ASSISTANCE SCHOOLS	NCLB §1115(c)(2)(B) 20 USC §6315(c)(2)(B)	In targeted assistance schools, the progress of participating children is reviewed on an ongoing basis to make program revisions, and, if necessary, provide additional assistance to children in meeting the state's challenging academic achievement standards.	A. Has the school looked at specific student data to determine program effectiveness?  B. Is there evidence to show that program changes (such as an extended school day and year and additional training) are made as a result of a review of this student data?	<ul style="list-style-type: none"> <li>– Individual student data</li> <li>– Program amendments in targeted assistance plan</li> <li>– Interviews with principals, teachers, school counselors, and parents of participating students</li> </ul>
25	SCHOOL IMPROVEMENT	NCLB §1116(a)(1)(C) 20 USC §6316(a)(1)(C)	Results of the annual review of student data from all participating schools are publicized and disseminated to parents, teachers, principals, schools, and the community.	Do dissemination procedures ensure that appropriate parties are informed regarding the annual review of all participating schools?	<ul style="list-style-type: none"> <li>– School report cards</li> <li>– Dissemination procedure(s)</li> <li>– Documents used to disseminate assessment data</li> <li>– Interviews with LEA, principals, teachers, parents</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
26	SCHOOL IMPROVEMENT	NCLB §1116(b)(1)(A)20 USC §6316(b)(1)(A)34 CFR §200.32(a)	The LEA identifies for school improvement any elementary or secondary Title I school that fails, for two consecutive years, to make AYP.	Has the LEA identified schools for improvement as required?	<ul style="list-style-type: none"> <li>– State assessment data</li> <li>– Annual reports from current as well as past years</li> <li>– Records of communications with schools regarding assessment results</li> </ul>
27	SCHOOL IMPROVEMENT	NCLB §1116(b)(1)(E) & (b)(9) 20 USC §6316(b)(1)(E) & (b)(9) 34 CFR §200.32(c)(2) & 200.44	For schools in school improvement, the LEA provides students enrolled in such schools the option to transfer to another eligible public school served by the LEA, and pays for the provision of transportation to an approved public school of choice.	<p>A. Does the LEA comply with Title I requirements related to school choice?</p> <p>B. Did parents and students receive adequate notice of the choice option in accordance with 34 CFR §200.44?</p> <p>C. Is transportation provided in accordance with Title I requirements?</p>	<ul style="list-style-type: none"> <li>– LEA transfer policy</li> <li>– If limited choice, documentation showing reason for school sites of choice</li> <li>– Correspondence to parents regarding their rights under Title I statutes</li> <li>– Transfer requests (if any)</li> <li>– List of children selected for transfer to other schools in the district and schools attended</li> <li>– Exception: Copies of letters to be submitted to USOE</li> </ul>
28	SCHOOL IMPROVEMENT	NCLB §1116(b)(1)(E) 20 USC §6316(b)(1)(E) 34 CFR §200.32(c)(2) & 200.44	In offering the option to transfer from a school identified in need of improvement to another public school, the LEA gives priority to the lowest-achieving children from low-income families.	Do selection procedures give preference to lowest-achieving students from low-income families?	<ul style="list-style-type: none"> <li>– Documented criteria for determining which students will be selected for transfer when funds are not available for all students to be selected</li> <li>– Parent notification letter about public school choice</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
29	SCHOOL IMPROVEMENT	NCLB §1116(b)(2)(A) 20 USC §6316(b)(2)(A)	Before identifying schools for school improvement, for corrective action, or for restructuring, the LEA provides the schools with an opportunity to review the school-level data.	Does the evidence show that schools to be designated as in need of improvement have been provided with an opportunity to review their assessment data?	<ul style="list-style-type: none"> <li>– Communications with schools regarding their right of review under the law</li> <li>– Notices, agendas, minutes from any relevant meetings</li> <li>– Interviews with LEA and principals</li> </ul>
30	SCHOOL IMPROVEMENT	NCLB §1116(b)(3)(A) 20 USC §6316(b)(3)(A) 34 CFR §200.52(a)	Schools in school improvement, in consultation with parents, the LEA, and the school support team, develop and/or revise their school plans in ways that meet all required components and that have the greatest likelihood of improving the performance of participating children, and submit such plans to the LEA for approval.	<p>A. Is there evidence of consultation with parents, school staff, the LEA, and the school support team in the development of the Title I school improvement plans?</p> <p>B. Do the Title I school improvement plans include all of the components required under 20 USC §6316(b)(3)(A)?</p> <p>C. Do Title I school improvement plans show the likelihood of improving student performance using scientifically-based research strategies?</p> <p>D. Is there evidence to show that Title I school improvement plans are submitted to the LEA for approval?</p>	<ul style="list-style-type: none"> <li>– Title I school improvement plans</li> <li>– Agendas and minutes from parent meetings</li> <li>– Interviews with LEA, principals, and parents</li> </ul>
31	SCHOOL IMPROVEMENT	NCLB §1116(b)(4) 20 USC §6316(b)(4) 34 CFR §200.40(a) & (c)	For each school identified for school improvement, the LEA ensures the provision of technical assistance as the school develops and implements the Title I school improvement plan throughout the plan's duration.	For each school identified for school improvement, is there evidence that the LEA ensured the provision of technical assistance in accordance with, and for the duration of, the Title I school improvement plan, according to the requirements under 20 USC §6316(b)(4)(B-C)?	<ul style="list-style-type: none"> <li>– Documentation of technical assistance provided to the school</li> <li>– Agendas or minutes from school/LEA meetings</li> <li>– Records of staff development activities</li> <li>– Interviews with LEA and principals</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
32	SCHOOL IMPROVEMENT	NCLB §1116(b)(5) 20 USC §6316(b)(5) NCLB §1116(e)(2-3) 20 USC §6316(e)(2-3) 34 CFR 200.45(b)(1)	For schools that fail to make AYP by the end of the first full year after identification for school improvement, the LEA not only provides students enrolled with option to transfer to another public school, but also must make supplemental educational services available, as defined under 20 USC §6316(e)(2-3).	<p>A. For schools that fail to make AYP by the end of the first full year after identification for school improvement, has the LEA notified parents, in an understandable and uniform format, of the availability of supplemental education services?</p> <p>B. Has the LEA identified SEA-approved supplemental education services providers from which parents can choose, including descriptions of the services, qualifications, and effectiveness of those providers?</p> <p>C. Are supplemental education services provided only to students from low-income families, as indicated in 34 CFR 200.45(b)(1)?</p>	<p>– Annual letters to parents about their rights to supplemental educational services (submitted to USOE)</p> <p>– List of supplemental educational providers to be used</p> <p>– Description of supplemental educational services</p> <p>– Document of parent selection of service providers</p> <p>– Interviews with principals and parents of participating children</p>

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33	SCHOOL IMPROVEMENT	NCLB §1116(b)(6) 20 USC §6316(b)(6) 34 CFR §200.51	For schools identified for school improvement, for corrective action, or for restructuring, the LEA provides parents with notice of such identification.	<p>Were the parents promptly provided, in an understandable format, the following information:</p> <p>a) An explanation of what the identification means and how the school compares in terms of academic achievement to other schools served?</p> <p>b) The reasons for the identification?</p> <p>c) An explanation of what the school(s) identified for school improvement is doing to address the problem of achievement?</p> <p>d) An explanation of what the LEA is doing to help the school address the achievement problem?</p> <p>e) An explanation of how the parents can become involved in addressing the academic issues that caused the school(s) to be identified for school improvement?</p> <p>f) An explanation of the parent's option to transfer their child to another public school, with transportation provided by the LEA or to obtain supplemental educational services for their child?</p>	– Communications with parents (written or other formats) regarding the identification of schools in need of improvement

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34	SCHOOL IMPROVEMENT	NCLB §1116(b)(10) 20 USC §6316(b)(10) 34 CFR §200.48	For schools identified for school improvement, for corrective action, or for restructuring, the LEA spends an amount equal to 20 percent of its Title I allocation for transportation and supplemental educational services, unless a lesser amount is needed.	A. For schools identified for school improvement, for corrective action, or for restructuring, has the LEA spent an amount equal to 20 percent allocation for transportation and supplemental educational services (unless a lesser amount was needed)?  B. If a lesser amount was needed, how did the LEA determine that its allocation for transportation and supplemental educational services was sufficient?	<ul style="list-style-type: none"> <li>– Title I budget</li> <li>– Other funding sources</li> <li>– List of supplemental educational service providers</li> <li>– Contracts with supplemental educational service providers</li> <li>– Description of services provided</li> <li>– Documentation that allocation for transportation and supplemental educational services was sufficient</li> </ul>
35	PARENT INVOLVEMENT	NCLB §1118(a)(2) 20 USC §6318(a)(2)	The LEA has developed, jointly with parents of participating children, a parent involvement policy that reflects the content described in 20 USC §6318(a)(2). The policy has been distributed to parents and included in the CUSAP, and includes an evaluation of the effectiveness of the parent involvement policy and activities.	A. Does the evidence show that parents were involved in the development of and agreed to the LEA parent involvement policy?  B. Does the LEA's parent involvement policy include all of the content required under 20 USC §6318(a)(2)?  C. Did parents receive a written version of the LEA's parent involvement policy? Was the policy delivered in an understandable and uniform format, and to the extent practicable, provided in a language the parents could understand?  D. Have parents been involved in an annual evaluation of the LEA's parent involvement policy and activities? If necessary, are revisions in the parent involvement policy made as a result of the annual evaluation?	<ul style="list-style-type: none"> <li>– Notice of meetings, meeting agendas, meeting minutes</li> <li>– Records of parent comments</li> <li>– Parent involvement policy</li> <li>– Dissemination procedures</li> <li>– Documentation of the evaluation of the parent involvement policy and activities, along with any resulting revisions</li> <li>– Interviews with LEA and parents</li> </ul>



Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
36	PARENT INVOLVEMENT	NCLB §1118(a)(3) 20 USC §6318(a)(3)	For LEAs that receive \$500,000 or more in Title IA funds, the LEA reserves not less than 1% of its Title I allocation for parental involvement activities, of which 95 percent of such funds is distributed to participating schools.	A. Does the LEA receive \$500,000 or more in Title I Part A funds?  B. If yes, has the LEA reserved at least 1% of its Title I allocation for parental involvement activities?  C. Is there evidence to show that 95% of the 1% reserved was distributed to participating schools?	<ul style="list-style-type: none"> <li>– Title I budget (LEA &amp; school)</li> <li>– Distribution procedures of funds to participating schools</li> <li>– Documentation of how the funding was used</li> <li>– Interview with LEA and principals</li> </ul>
37	PARENT INVOLVEMENT	NCLB §1118(b)(1) 20 USC §6318(b)(1)	Each participating school has developed jointly with, and distributed to, parents of participating children a written parent involvement policy, agreed upon by such parents.	A. Does the evidence show that parents were involved in the development of and agreed to the parent policy?  B. Was the parent involvement policy distributed to parents of participating children in an understandable and uniform format, and to the extent practicable, in a language the parents could understand?	<ul style="list-style-type: none"> <li>– Documentation of how parents were invited to participate in the development of the parent involvement policy</li> <li>– Meeting dates, agendas, list of attendees</li> <li>– Dissemination procedures</li> <li>– Interviews with LEA, principals, and parents</li> </ul>
38	PARENT INVOLVEMENT	NCLB §1118(c) 20 USC §6318(c)	Each participating school provides for the involvement of parents as specified in subsection 1118 20 USC §6318(c).	Do the policies describe how the school(s) will: <ul style="list-style-type: none"> <li>a) Convene an annual public meeting?</li> <li>b) Offer a flexible number of meetings?</li> <li>c) Involve parents in an organized, ongoing and timely way?</li> <li>d) Provide parents with timely information on topics such as curriculum, assessments etc., and opportunities for regular meetings (if requested)?</li> <li>e) Provide for the submittal of parent comments on school plans (schoolwide project schools, as necessary)?</li> </ul>	<ul style="list-style-type: none"> <li>– School-level parent involvement policies</li> <li>– Evidence of public meetings (dates of meeting, invitations to parents, agendas, minutes, attendance lists, etc.)</li> <li>– Interviews with LEA, principals, and parents</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
39	PARENT INVOLVEMENT	NCLB §1118(d) 20 USC §6318(d)	Participating schools have jointly developed with parents of participating children a school-parent compact.	Is there evidence to indicate that school-parent compacts have been developed jointly with parents?	<ul style="list-style-type: none"> <li>– School-parent compacts</li> <li>– Evidence of joint meetings (dates of meetings, invitations to parents, lists of participants, agendas, minutes, etc.)</li> <li>– Interviews with principals and parents</li> </ul>
40	PARENT INVOLVEMENT	NCLB §1118(d) 20 USC §6318(d)	School-parent compacts outline how parents, school staff and students will share the responsibility and define the means for improving student achievement.	<p>A. Is the content of the school-parent compacts consistent with the requirements of 20 USC §6318(d)?</p> <p>B. Are school-parent compacts available to parents of participating children?</p>	<ul style="list-style-type: none"> <li>– School-parent compact</li> <li>– Interviews with principals, teachers, and parents</li> </ul>
41	QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS	NCLB §1119(c–e),(g) 20 USC §6319(c–e),(g) 34 CFR §200.58	All paraprofessionals working in a program supported by Title I funds are highly qualified as defined in 20 USC §6319(c–e), and provide services as allowed under 20 USC §6319(g).	<p>A. Is there evidence to show that the paraprofessionals supported by Title I funds meet the highly qualified requirements as specified under 20 USC §6319(c–e)?</p> <p>B. Are paraprofessional assignments allowable according to 20 USC §6319(g)?</p> <p>C. Are paraprofessionals under the direct supervision of a highly qualified teacher?</p>	<ul style="list-style-type: none"> <li>– Personnel records of appropriate paraprofessionals</li> <li>– CUSAP assurances</li> <li>– CACTUS</li> <li>– Individual professional development plans</li> <li>– FTE reports</li> <li>– Interviews with principals, teachers, and paraprofessionals</li> </ul>

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42	QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS	NCLB §1115(d)(2) NCLB §1119(g)(3)(b) 20 USC §6315(d)(2) 20 USC §6319(g)(3)(b)	If Title I staff assume limited duties that are assigned to similar personnel who are not working in Title I, including duties beyond classroom instruction or that do not benefit participating children, the amount of time spent on such duties must not exceed in the same proportion of total work time as prevails with respect to similar personnel at the same school.	Are the assignments of non-instructional duties to Title I-funded staff no more than such assignments to non-Title I staff?	<ul style="list-style-type: none"> <li>– Schedules</li> <li>– Interviews with principals, teachers, and paraprofessionals</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
43	QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS	NCLB §1111(h)(6) 20 USC §6311(h)(6) 34 CFR §200.61	At the beginning of each year, the LEA notifies parents of each student attending a Title I participating school that the parents may request, and the agency will provide, upon request, information regarding the professional qualifications of the student's classroom teachers. Additionally, a school that receives funds under this part shall provide to each individual parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.	A. Does evidence show that parents have been informed about their right to know the professional qualifications of their child's classroom teacher, in accordance with 20 USC §6311(h)(6)?  B. Does evidence show that parents have been provided timely notice any time that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified, in accordance with 20 USC §6311(h)(6)(b)(ii)?	<ul style="list-style-type: none"> <li>– Documentation showing that parents were notified of their right to know the professional qualifications of their child's classroom teacher(s) <ul style="list-style-type: none"> <li>- school websites</li> <li>- copies of newsletters</li> <li>- news articles</li> <li>- parent letters, etc.</li> </ul> </li> <li>– Documentation showing that parents were notified that their child was assigned to, or taught four or more consecutive weeks by, a teacher who is not highly qualified (parent letters)</li> <li>– Interviews with parents and principals</li> </ul>
44	QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS	NCLB §1119(l) 20 USC §6319(l) 34 CFR §200.60(a)(2)	The LEA uses no less than 5 percent of its Title I allocation for professional development activities, unless a lesser amount is sufficient, to meet the highly qualified teacher requirements specified under 20 USC §6319(a)(1) and §7801(23).	A. Does evidence show that the LEA has used no less than 5 percent of its Title I allocation for professional development activities?  B. If the LEA has used less than the required 5 percent of its Title I allocation for this purpose, does evidence show that this lesser amount was sufficient to meet the highly qualified teacher requirements specified under 20 USC §6319(a)(1) and §7801(23)?	<ul style="list-style-type: none"> <li>– Title I budget</li> <li>– Professional development plan</li> <li>– Distribution procedure (if applicable)</li> <li>– Interviews with LEA and principals</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
45	PRIVATE SCHOOLS	NCLB §1120(b) 20 USC §6320(b) 34 CFR §200.63(b)	The LEA consults with appropriate nonpublic school officials, in a timely and meaningful manner, regarding the provision of Title I educational services to eligible children, and in the design and development of its Title I program.	Does evidence show that the required consultation has occurred, as required in 34 CFR §200.63(b)?	<ul style="list-style-type: none"> <li>– Form affirming required consultation with private school officials</li> <li>– Notice of meetings, agendas, minutes</li> <li>– Interviews with private school officials</li> </ul>
46	PRIVATE SCHOOLS	NCLB §1120(a)(3) 20 USC §6320(a)(3) 34 CFR §200.64	Educational services and benefits for eligible nonpublic school children are equitable in comparison to services and other benefits for participating public school children.	Does evidence show that services offered to private school children are equitable in comparison to the Title I services provided to participating public school children?	<ul style="list-style-type: none"> <li>– Program descriptions</li> <li>– Interviews with LEA and private school officials</li> </ul>
47	PRIVATE SCHOOLS	NCLB §1120(a)(4) 20 USC §6320(a)(4) 34 CFR §200.64 34 CFR §200.77(f)	Funds reserved for expenditures for services to private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend nonpublic schools.	<p>A. Are funds reserved for services to private school children based on the same criteria used to allocate Title I funds to participating public schools?</p> <p>B. Are expenditures for services to private school children in participating private schools equitable to those spent in participating public schools?</p>	<ul style="list-style-type: none"> <li>– Private school/LEA set asides</li> <li>– Program description</li> <li>– Personnel report regarding LEA staff assigned to provide services at private schools</li> <li>– Contracted services documents (if applicable)</li> <li>– Budget and expenditure documents</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
48	FISCAL REQUIREMENTS	NCLB §1120A(a) 20 USC §6321(a)	The LEA maintains its fiscal effort when compared to the previous fiscal year.	Does evidence indicate that the LEA has maintained its fiscal effort when compared to expenditures in previous years?	<ul style="list-style-type: none"> <li>– Maintenance of effort report to the USOE Data &amp; Statistics department</li> <li>– CUSAP assurances</li> </ul>
49	FISCAL REQUIREMENTS	NCLB §1120A(b) 20 USC §6321(b) 34 CFR §200.79	The LEA uses Title I funds to supplement and not supplant state and local funding.	Does evidence indicate that Title I funds are being used to supplement, not supplant, the local school program?	<ul style="list-style-type: none"> <li>– School level budgets</li> <li>– School plans/project descriptions</li> <li>– Records of state- and locally-allotted positions</li> <li>– Title I comparability report</li> <li>– Interviews with LEA and principals</li> <li>– CUSAP assurances</li> </ul>
50	FISCAL REQUIREMENTS	NCLB §1120A(c) 20 USC §6321(c)	The LEA provides services to Title I schools that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds.	Does evidence indicate that the LEA provides services to Title I schools that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds?	<ul style="list-style-type: none"> <li>– Title I comparability report</li> <li>– CUSAP assurances</li> </ul>
51	FISCAL REQUIREMENTS	OMB Cir. A-87, Att. B, Sec. 8(h)(4) & (5)	Charges for wages and salaries of employees who work on multiple activities or cost objectives are supported by time and effort documentation.	<p>A. Do documents show an after-the-fact distribution of the actual activity of each employee?</p> <p>B. Do documents account for the total activity for which each employee was compensated?</p> <p>C. Did the employee sign his/her time and effort documentation?</p>	<ul style="list-style-type: none"> <li>– Time and effort documents</li> <li>– Project application</li> <li>– Title I budget</li> <li>– Teacher schedules (targeted assistance schools)</li> <li>– Staff calendars and work products</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
52	FISCAL REQUIREMENTS	OMB Cir. A-87, Att. B, Sec. 8(h)(3)	Salaries of employees who work on a single Federal award or cost objective are supported by periodic certifications that the employees work solely on that program for the period covered by the certification.	A. Are certifications of employee time and effort prepared and signed at least semi-annually by the employee or a supervisor with first hand knowledge of the work?  B. Do these certifications demonstrate that the employee works exclusively for the program?	<ul style="list-style-type: none"> <li>– Certification documents</li> <li>– Budget printouts</li> </ul>
53	FISCAL REQUIREMENTS	34 CFR §80.32(d)	The LEA maintains an inventory of equipment purchased with Title I funds that meets the requirements of 34 CFR §80.32(d).	Does the LEA maintain an inventory of Title I equipment in accordance with 34 CFR Part 80.32(d)?	<ul style="list-style-type: none"> <li>– Inventories</li> <li>– Security and maintenance procedures</li> </ul>
54	FISCAL REQUIREMENTS	34 CFR Part 80.26(b)(3) OMB Cir. A-133, Sec. 315	The LEA resolves any issues identified in a single audit related to Title I within six months of receiving the audit report.	A. Does evidence indicate that the LEA took corrective action and resolved any issues within six months of receiving the audit findings?  B. Did the follow up/corrective action meet the requirements of Section 315 of OMB Circular A-133?	<ul style="list-style-type: none"> <li>– Single audit findings</li> <li>– Single audit corrective action plan</li> <li>– Documented completion of single audit corrective actions</li> <li>– Interview with LEA</li> </ul>
55	FISCAL REQUIREMENTS	2 CFR Part 225, Appendix A, Part C	All expenditures incurred under Title I, including instructional supplies and materials, must be reasonable and allowable under the guidelines set forth by 2 CFR Part 225, Appendix A, Section C.	Does evidence indicate that the expenditure was reasonable and allowable under the guidelines set forth in 2 CFR Part 225, Appendix A, Section C?	<ul style="list-style-type: none"> <li>– Documented procurement procedures, such as frequency of orders with vendors</li> <li>– Budget expenditure and carryover data from past 3 years</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Lines of Evidence
56	LEA IMPROVEMENT	20 USC §6316(c)(3) 20 USC §6316(c)(7) NCLB §1116(c)(3) NCLB §1116(c)(7) 34 CFR §200.52 34 CFR §200.53	An LEA identified for improvement develops or revises an LEA plan, and implements the plan.	<p>A. Was the LEA plan developed or revised within three months of district identification for improvement, in accordance with 20 USC §6316(c)(7)?</p> <p>B. Was the LEA plan developed in consultation with parents, school staff and others?</p> <p>C. Does the LEA plan incorporate other required components from 20 USC §6316(c)(7)(A)?</p> <p>D. Has the LEA implemented the plan expeditiously, but not later than the beginning of the next school year after the school year in which the agency was identified for improvement?</p> <p>E. Has the LEA set aside and used 10 percent of its Title I Part A allocation for professional development each fiscal year in which the agency was identified for improvement?</p>	<p>– LEA plans (old and new)</p> <p>– Analysis of why the old plan failed</p> <p>– Meeting notices, agendas, minutes, and participation rosters</p> <p>– Interviews with parents, school staff, LEA staff, technical assistance providers</p> <p>– Percentage and sources of funds committed for professional development</p>



## Utah State Office of Education NCLB Title I Part A Monitoring – Onsite Interview Guides

These Title I Part A monitoring interview guides are information-gathering tools that also contain statutory and evidentiary guidance. During the SY2006-07 system pilot, USOE-led monitoring teams will use these interview guides to gather information at schools and other LEA sites. Each of the four guides focuses on a particular set of interviewees: LEA Title I staff, school principals, teachers, and parents. The information gathered via onsite interviews with these individuals will be considered *in concert with other lines of evidence* to make compliance determinations.

Column 1 – Item: Compliance item number (56 total; each guide focuses on its own relevant set of items)

Column 2 – Topic: As in the full instrument, this column organizes the 56 compliance items into 10 topic categories:

- Items 1-2: LEA Plan & Report Card
- Items 3-5: Eligibility & Use of Funds
- Items 6-17: Schoolwide Programs
- Items 18-24: Targeted Assistance Schools
- Items 25-34: School Improvement
- Items 35-40: Parent Involvement
- Items 41-44: Qualifications for Teachers and Paraprofessionals
- Items 45-47: Private Schools
- Items 48-55: Fiscal Requirements
- Item 56: LEA Improvement

Column 3 – Legal Requirement: Specific legal requirement to be monitored.

Column 4 – Interview Question(s): Question(s) the reviewer can ask to help determine whether the school/LEA is in compliance with the legal requirement from Column 3. Responses will be considered *in concert with other lines of evidence* to make compliance determinations.

**Utah State Office of Education NCLB Title I Part A Monitoring  
Onsite Interview Questions  
DISTRICT STAFF**

School(s) \_\_\_\_\_ Date \_\_\_\_\_

District \_\_\_\_\_ Reviewer \_\_\_\_\_

Item	Topic	Legal Requirement	District Staff Interview Question(s)
2	LEA PLAN & REPORT CARD	The CUSAP was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.	Who was involved in the development of the CUSAP? Teachers? ____ Principals? ____ Early childhood program directors? ____ Private school principals? ____ Parents? ____ Others? ____ (Please note)
7	SCHOOLWIDE PROGRAMS	For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are implemented.	What schoolwide reform strategies are being implemented in the district this year? How were they selected? What were the criteria?

Item	Topic	Legal Requirement	District Staff Interview Question(s)
9	SCHOOLWIDE PROGRAMS	In schoolwide program schools, high-quality and ongoing professional development is provided for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children to meet the state's student academic achievement standards.	What types of professional development were provided this year for: Teachers? Principals? Paraprofessionals? Pupil services personnel? Parents? Other staff?
10	SCHOOLWIDE PROGRAMS	In schoolwide program schools, strategies are implemented to attract highly qualified teachers to high-need schools.	<u>Questions for District Human Resources Director:</u> What strategies have you implemented to attract highly qualified teachers to the high-need schools in your district? Do you have any evidence that these strategies are likely to attract or have attracted highly qualified staff into your high-need schools?
18	TARGETED ASSISTANCE SCHOOLS	Targeted assistance programs focus on children who are failing or most at-risk of failing to meet State standards, using multiple, educationally-related, objective criteria.	How do you ensure that children with the greatest academic need are identified for and served by Title I services? How has your district documented these criteria? How have you shared these selection criteria with participating schools?
23	TARGETED ASSISTANCE SCHOOLS	In targeted assistance schools, opportunities are provided for professional development for personnel and, if appropriate, parents, who work with participating children either in the Title I program or the regular education program.	How are all school personnel who work with participating children provided with professional development opportunities that are aligned with school and student needs? How have you documented these opportunities?

Item	Topic	Legal Requirement	District Staff Interview Question(s)
25	SCHOOL IMPROVEMENT	Results of the annual review of student data from all participating schools are publicized and disseminated to parents, teachers, principals, schools, and the community.	What kind of information about the participating schools and their performance has been distributed to teachers, other staff, parents and the community? How was this information distributed?
29	SCHOOL IMPROVEMENT	Before identifying schools for school improvement, for corrective action, or for restructuring, the LEA provides the schools with an opportunity to review the school-level data.	In what way(s) did the district help schools review their assessment data before identifying them for school improvement?
30	SCHOOL IMPROVEMENT	Schools in school improvement, in consultation with parents, the LEA, and the school support team, develop and/or revise their school plans in ways that meet all required components and that have the greatest likelihood of improving the performance of participating children, and submit such plans to the LEA for approval.	<p>How did parents, district staff, <i>and</i> school support teams collaborate to develop the most recent school improvement plans in the district?</p> <p>How can you verify that all of your most recently submitted school improvement plans include all required components?</p> <p>How do you ensure that the most recent improvement plans submitted by your schools in school improvement are likely to improve student performance?</p>
31	SCHOOL IMPROVEMENT	For each school identified for school improvement, the LEA ensures the provision of technical assistance as the school develops and implements the Title I school improvement plan throughout the plan's duration.	What technical assistance did you provide to help each of your schools in school improvement develop and implement an improvement plan?

Item	Topic	Legal Requirement	District Staff Interview Question(s)
35	PARENT INVOLVEMENT	The LEA has developed, jointly with parents of participating children, a parent involvement policy that reflects the content described in 20 USC §6318(a)(2). The policy has been distributed to parents and included in the CUSAP, and includes an evaluation of the effectiveness of the parent involvement policy and activities.	<p>How did you involve parents in the development of the district's parent involvement policy?</p> <p>How can you verify that the district's parent involvement policy includes all required components?</p> <p>How was the policy distributed to parents?</p> <p>How are you evaluating the effectiveness of the district's parent involvement policy and activities?</p>
36	PARENT INVOLVEMENT	For LEAs that receive \$500,000 or more in Title IA funds, the LEA reserves not less than 1% of its Title I allocation for parental involvement activities, of which 95 percent of such funds is distributed to participating schools.	<p>Does the district receive \$500,000 or more in Title IA funds? IF YES....</p> <p>What percentage of the district's Title IA funds was allocated for parent involvement activities?</p> <p>What percentage of these allocated monies was distributed to participating schools?</p>
37	PARENT INVOLVEMENT	Each participating school has developed jointly with, and distributed to, parents of participating children a written parent involvement policy, agreed upon by such parents.	<p>How can you verify that participating schools have involved parents in the development of their written parent involvement policies?</p> <p>How can you verify that these policies were distributed in understandable and uniform formats?</p>
38	PARENT INVOLVEMENT	Each participating school provides for the involvement of parents as specified in subsection 1118 20 USC §6318(c).	<p>What types of parent meetings do schools organize every year?</p> <p>What information is provided to parents at these meetings?</p>

Item	Topic	Legal Requirement	District Staff Interview Question(s)
44	QUALIFICATIONS FOR TEACHERS AND PARAPROFS.	The LEA uses no less than 5 percent of its Title I allocation for professional development activities, unless a lesser amount is sufficient, to meet the highly qualified teacher requirements specified under 20 USC §6319(a)(1) and §7801(23).	What percentage of the district's Title I funding was allocated for professional development activities?  (If less than required 5%) – How can you verify that this amount was sufficient to ensure that all teachers were highly qualified?
46	PRIVATE SCHOOLS	Educational services and benefits for eligible nonpublic school children are equitable in comparison to services and other benefits for participating public school children.	How can you verify that the services offered to the district's private school students are equitable to the Title I services provided to participating public school children?
49	FISCAL REQUIREMENTS	The LEA uses Title I funds to supplement and not supplant state and local funding.	How can you verify that the district's Title I funding is used to supplement and not supplant the local school program?
54	FISCAL REQUIREMENTS	The LEA resolves any issues identified in a single audit related to Title I within six months of receiving the audit report.	(If district underwent Title I audit) – How was the district able to resolve all of the issues identified in its Title I audit within six months?

**Utah State Office of Education NCLB Title I Part A Monitoring  
Onsite Interview Questions  
SCHOOL PRINCIPALS**

School(s) \_\_\_\_\_ Date \_\_\_\_\_

District \_\_\_\_\_ Reviewer \_\_\_\_\_

Item	Topic	Legal Requirement	School Principal Interview Question(s)
2	LEA PLAN & REPORT CARD	The CUSAP was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.	Please describe your role in developing the CUSAP (district plan).
7	SCHOOLWIDE PROGRAMS	For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are implemented.	What schoolwide reform strategies are being implemented this year? How were they selected? What were the criteria?

Item	Topic	Legal Requirement	School Principal Interview Question(s)
9	SCHOOLWIDE PROGRAMS	In schoolwide program schools, high-quality and ongoing professional development is provided for teachers, principals and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff to enable all children to meet the state's student academic achievement standards.	<p>What type of professional development were you provided with this year?</p> <p>What types of professional development were provided this year for:</p> <p>Teachers?</p> <p>Principals?</p> <p>Paraprofessionals?</p> <p>Pupil services personnel?</p> <p>Parents?</p> <p>Other staff?</p>
11	SCHOOLWIDE PROGRAMS	Schoolwide program schools implement plans for assisting children in the transition from early childhood programs to local elementary school programs.	<p><u>Question for Elementary School Principal:</u> What activities have you implemented to assist children in their transition from early childhood programs to your local elementary program?</p> <p><u>Question for Early Childhood Program Director:</u> How have you collaborated with the local elementary school(s) to help children transition from your program to theirs?</p>
12	SCHOOLWIDE PROGRAMS	In schoolwide program schools, teachers are included in decisions regarding the use of assessments.	How were teachers included in decisions regarding the use of assessments?
13	SCHOOLWIDE PROGRAMS	In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely additional assistance.	<p>What happens when a particular student falls behind?</p> <p>What kids of extended learning time opportunities are offered to those who are experiencing difficulty?</p>



Item	Topic	Legal Requirement	School Principal Interview Question(s)
14	SCHOOLWIDE PROGRAMS	In schoolwide program schools, there is coordination and integration of federal, state and local services and programs.	How are federal, state, and local services and programs coordinated to implement local goals and objectives?
16	SCHOOLWIDE PROGRAMS	In schoolwide program schools, schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.	How did you involve teachers, parents, and community members in the development of your schoolwide plan?
17	SCHOOLWIDE PROGRAMS	In schoolwide program schools, school plans are in an understandable and uniform format and are available to the LEA, parents, and the public.	In what format are your schoolwide plans made available to parents and the public?  How are these plans distributed?
18	TARGETED ASSISTANCE SCHOOLS	Targeted assistance programs focus on children who are failing or most at-risk of failing to meet State standards, using multiple, educationally-related, objective criteria.	How do you ensure that students with the greatest academic need are identified for and served by Title I services in your school?  How have you documented these criteria? (Is there a list of students available?)

Item	Topic	Legal Requirement	School Principal Interview Question(s)
20	TARGETED ASSISTANCE SCHOOLS	Targeted assistance programs use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program of the school and improve the achievement of children, and that: a) Give primary consideration to extended time; b) Help provide an accelerated, high-quality curriculum; and c) Minimize removing children from the regular classroom during regular school hours.	How have you aligned curriculum, instruction, and assessment to meet state core curriculum, performance, and accountability standards?
21	TARGETED ASSISTANCE SCHOOLS	Targeted assistance program is coordinated with and supports the regular education program.	How do Title I targeted assistance services strengthen the regular education program in your school?  How is the Title I targeted assistance program coordinated with the regular education program?  How do you minimize the removal of Title I children from the regular classroom during school hours?

Item	Topic	Legal Requirement	School Principal Interview Question(s)
23	TARGETED ASSISTANCE SCHOOLS	In targeted assistance schools, opportunities are provided for professional development for personnel and, if appropriate, parents, who work with participating children either in the Title I program or the regular education program.	Are all school personnel who work with participating children provided with professional development opportunities that are aligned with school and student needs?  How have you documented these opportunities?
24	TARGETED ASSISTANCE SCHOOLS	In targeted assistance schools, the progress of participating children is reviewed on an ongoing basis to make program revisions, and, if necessary, provide additional assistance to children in meeting the state's challenging academic achievement standards.	How does your school monitor the progress of participating children and use this progress data for program revisions?  What steps has the school taken to look critically at this student progress data to determine program effectiveness?  How are program changes made as a result of these student progress findings?
25	SCHOOL IMPROVEMENT	Results of the annual review of student data from all participating schools are publicized and disseminated to parents, teachers, principals, schools, and the community.	What kinds of information have you received about schools in the district and how well they are doing?  How has this information been provided to you?
29	SCHOOL IMPROVEMENT	Before identifying schools for school improvement, for corrective action, or for restructuring, the LEA provides the schools with an opportunity to review the school-level data.	How did the district help you review your school's assessment data before your school was identified for school improvement?

Item	Topic	Legal Requirement	School Principal Interview Question(s)
30	SCHOOL IMPROVEMENT	Schools in school improvement, in consultation with parents, the LEA, and the school support team, develop and/or revise their school plans in ways that meet all required components and that have the greatest likelihood of improving the performance of participating children, and submit such plans to the LEA for approval.	<p>How did you collaborate with parents, district staff, <i>and</i> the school support team to develop your most recent school improvement plan?</p> <p>How can you verify that your most recent school improvement plan includes all of the required components?</p> <p>How do you ensure that your most recent school improvement plan is likely to improve student performance?</p>
31	SCHOOL IMPROVEMENT	For each school identified for school improvement, the LEA ensures the provision of technical assistance as the school develops and implements the Title I school improvement plan throughout the plan's duration.	What technical assistance did the district provide to help you develop and implement your most recent school improvement plan?

Item	Topic	Legal Requirement	School Principal Interview Question(s)
32	SCHOOL IMPROVEMENT	For schools that fail to make AYP by the end of the first full year after identification for school improvement, the LEA not only provides students enrolled with option to transfer to another public school, but also must make supplemental educational services available.	<p>Did your school fail to make AYP by the end of the first full year after it was identified for school improvement?</p> <p>IF YES...</p> <p>How did the district notify your school's parents that supplemental education services were available?</p> <p>How did the district notify your school's parents about the SEA-approved supplemental education services providers that were available to them?</p> <p>How did the district ensure that supplemental education services were only provided to students from low-income families?</p>
36	PARENT INVOLVEMENT	For LEAs that receive \$500,000 or more in Title IA funds, the LEA reserves not less than 1% of its Title I allocation for parental involvement activities, of which 95 percent of such funds is distributed to participating schools.	<p><u>Only if the district receives \$500,000 or more in Title IA funds:</u></p> <p>Was 95 percent of the district's Title I parent involvement funding distributed to participating schools?</p>
37	PARENT INVOLVEMENT	Each participating school has developed jointly with, and distributed to, parents of participating children a written parent involvement policy, agreed upon by such parents.	<p>How did you involve parents in the development of your school's written parent involvement policy?</p> <p>How was the parent involvement policy distributed? (In an understandable and uniform format? In a language the parents could understand?)</p>

Item	Topic	Legal Requirement	School Principal Interview Question(s)
38	PARENT INVOLVEMENT	Each participating school provides for the involvement of parents as specified in subsection 1118 20 USC §6318(c).	How often are your school's parents invited to participate in meetings? What are the meetings about? What information is provided to parents at these meetings?
39	PARENT INVOLVEMENT	Participating schools have jointly developed with parents of participating children a school-parent compact.	How were your school's parents involved in the development of the school-parent compact?
40	PARENT INVOLVEMENT	School-parent compacts outline how parents, school staff and students will share the responsibility and define the means for improving student achievement.	What information is contained in your school-parent compact?  How was the content of the compact decided?  How has your school made its school-parent compact available to parents? (In an understandable and uniform format? In a language the parents could understand?)
41	QUALIFICATIONS FOR TEACHERS AND PARAPROFS.	All paraprofessionals working in a program supported by Title I funds are highly qualified as defined in 20 USC §6319(c–e), and provide services as allowed under 20 USC §6319(g).	How do you ensure that the paraprofessionals in your school are highly qualified? What services are provided by the paraprofessionals in your school? How do you ensure that paraprofessionals in your school are under the direct supervision of a highly qualified teacher?

Item	Topic	Legal Requirement	School Principal Interview Question(s)
42	QUALIFICATIONS FOR TEACHERS AND PARAPROFS.	If Title I staff assume limited duties that are assigned to similar personnel who are not working in Title I, including duties beyond classroom instruction or that do not benefit participating children, the amount of time spent on such duties must not exceed in the same proportion of total work time as prevails with respect to similar personnel at the same school.	How do you ensure that the non-instructional duties assigned to Title I-funded staff are equivalent to those assigned to non-Title I staff in your school?
44	QUALIFICATIONS FOR TEACHERS AND PARAPROFS.	The LEA uses no less than 5 percent of its Title I allocation for professional development activities, unless a lesser amount is sufficient, to meet the highly qualified teacher requirements specified under 20 USC §6319(a)(1) and §7801(23).	What funding does the district provide to your school for professional development?
45	PRIVATE SCHOOLS	The LEA consults with appropriate nonpublic school officials, in a timely and meaningful manner, regarding the provision of Title I educational services to eligible children, and in the design and development of its Title I program.	<p><u>Questions for Private School Official:</u></p> <p>How has the district consulted with you about the design and development of its Title I program?</p> <p>How did you feel about the timeliness and meaningfulness of this consultation?</p>

Item	Topic	Legal Requirement	School Principal Interview Question(s)
46	PRIVATE SCHOOLS	Educational services and benefits for eligible nonpublic school children are equitable in comparison to services and other benefits for participating public school children.	<p><u>Questions for Private School Official:</u></p> <p>Are the Title 1 services offered to private school children equitable to the services provided to public school children in the district? Why do you feel this is the case?</p> <p>Do you have any documentation to support this?</p>
49	FISCAL REQUIREMENTS	The LEA uses Title I funds to supplement and not supplant state and local funding.	How can you verify that your school's Title I funding is used to supplement and not supplant the school program?



**Utah State Office of Education NCLB Title I Part A Monitoring  
Onsite Interview Questions  
TEACHERS**

School(s) \_\_\_\_\_ Date \_\_\_\_\_

District \_\_\_\_\_ Reviewer \_\_\_\_\_

Item	Topic	Legal Requirement	Teacher Interview Question(s)
2	LEA PLAN & REPORT CARD	The CUSAP was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.	Please describe your role in developing the CUSAP (district plan).
7	SCHOOLWIDE PROGRAMS	For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are implemented.	What schoolwide reform strategies are being implemented in your school this year?  How were they selected?  What were the criteria?

Item	Topic	Legal Requirement	Teacher Interview Question(s)
9	SCHOOLWIDE PROGRAMS	In schoolwide program schools, high-quality and ongoing professional development is provided for teachers, principals and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff to enable all children to meet the state's student academic achievement standards.	Please describe the professional development you were provided with in the past year.
12	SCHOOLWIDE PROGRAMS	In schoolwide program schools, teachers are included in decisions regarding the use of assessments.	Please describe how you have participated in decisions regarding the use of assessments in your school.
13	SCHOOLWIDE PROGRAMS	In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely additional assistance.	What happens when a particular student falls behind?  What kinds of extended learning time opportunities are offered to those who are experiencing difficulty?
14	SCHOOLWIDE PROGRAMS	In schoolwide program schools, there is coordination and integration of federal, state and local services and programs.	How are federal, state, and local services and programs coordinated to implement your school's goals and objectives?

Item	Topic	Legal Requirement	Teacher Interview Question(s)
16	SCHOOLWIDE PROGRAMS	In schoolwide program schools, schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.	Please describe how you were involved in the development of the schoolwide plan at your school.
19	TARGETED ASSISTANCE SCHOOLS	Children from preschool through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally-appropriate measures.	How are children in grades PK-2 selected for Title I services in your school?  How have these criteria been documented? (Is there a list of students available?)
20	TARGETED ASSISTANCE SCHOOLS	Targeted assistance programs use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program of the school and improve the achievement of children, and that: a) Give primary consideration to extended time; b) Help provide an accelerated, high-quality curriculum; and c) Minimize removing children from the regular classroom during regular school hours.	How did your school/district determine that its instructional programs are research-based?  What evidence do you have that children are progressing toward meeting state standards?
21	TARGETED ASSISTANCE SCHOOLS	Targeted assistance program is coordinated with and supports the regular education program.	How do Title I targeted assistance services support instruction in your classroom? Please be as specific as possible.

Item	Topic	Legal Requirement	Teacher Interview Question(s)
23	TARGETED ASSISTANCE SCHOOLS	In targeted assistance schools, opportunities are provided for professional development for personnel and, if appropriate, parents, who work with participating children either in the Title I program or the regular education program.	<p><u>Questions for Teachers and Paraprofessionals:</u> Please describe the professional development opportunities for school personnel who work with participating children.</p> <p>What does this professional development consist of?</p> <p>How were these professional development opportunities documented?</p>
24	TARGETED ASSISTANCE SCHOOLS	In targeted assistance schools, the progress of participating children is reviewed on an ongoing basis to make program revisions, and, if necessary, provide additional assistance to children in meeting the state's challenging academic achievement standards.	<p><u>Questions for Teachers and School Counselors (if applicable):</u> How does your school monitor the progress of participating children and use this progress data for program revisions?</p> <p>What steps has the school taken to look critically at this student progress data to determine program effectiveness?</p> <p>How are program changes made as a result of these student progress findings?</p>
25	SCHOOL IMPROVEMENT	Results of the annual review of student data from all participating schools are publicized and disseminated to parents, teachers, principals, schools, and the community.	<p>What kinds of information have you received about schools in the district and how well they are doing?</p> <p>Have you received a school report card? In what format was it received?</p>

Item	Topic	Legal Requirement	Teacher Interview Question(s)
40	PARENT INVOLVEMENT	School-parent compacts outline how parents, school staff and students will share the responsibility and define the means for improving student achievement	<p>What information is contained in your school-parent compact?</p> <p>How does the compact describe how responsibilities for student achievement will be shared?</p> <p>How has your school made its school-parent compact available to parents? (In an understandable and uniform format? In a language the parents could understand?)</p>
41	QUALIFICATIONS FOR TEACHERS AND PARAPROFS.	All paraprofessionals working in a program supported by Title I funds are highly qualified as defined in 20 USC §6319(c–e), and provide services as allowed under 20 USC §6319(g).	<p><u>Questions for Paraprofessionals:</u></p> <p>How does your school ensure that its paraprofessionals are highly qualified?</p> <p>What are your responsibilities at the school?</p> <p>Are you consistently under the direct supervision of a highly qualified teacher?</p>
42	QUALIFICATIONS FOR TEACHERS AND PARAPROFS.	If Title I staff assume limited duties that are assigned to similar personnel who are not working in Title I, including duties beyond classroom instruction or that do not benefit participating children, the amount of time spent on such duties must not exceed in the same proportion of total work time as prevails with respect to similar personnel at the same school.	<p><u>Questions for Teachers and Paraprofessionals:</u></p> <p>How are Title I staff used in the building?</p> <p>What sorts of tasks are Title I teachers and paraprofessionals asked to do that non-Title I teachers and paraprofessionals are not asked to do?</p>

**Utah State Office of Education NCLB Title I Part A Monitoring  
Onsite Interview Questions  
PARENTS**

School(s) \_\_\_\_\_ Date \_\_\_\_\_

District \_\_\_\_\_ Reviewer \_\_\_\_\_

Item	Topic	Legal Requirement	Parent Interview Question(s)
2	LEA PLAN & REPORT CARD	The CUSAP was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.	Please describe your role in the school district planning process (i.e., developing the district plan (CUSAP)).
9	SCHOOLWIDE PROGRAMS	In schoolwide program schools, high-quality and ongoing professional development is provided for teachers, principals and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff to enable all children to meet the state's student academic achievement standards.	Please describe the training the school offered to parents this year.

Item	Topic	Legal Requirement	Parent Interview Question(s)
11	SCHOOLWIDE PROGRAMS	Schoolwide program schools implement plans for assisting children in the transition from early childhood programs to local elementary school programs.	How did your child's elementary school help him/her transition into its program from his/her preschool?
13	SCHOOLWIDE PROGRAMS	In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely additional assistance.	What kinds of help do children get from the school when they fall behind?  Is this help timely and effective? Why do you feel this way?
16	SCHOOLWIDE PROGRAMS	In schoolwide program schools, schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.	<u>Question for Parents and Community Members:</u> Please describe your involvement in the development of the schoolwide plan at your local school.
17	SCHOOLWIDE PROGRAMS	In schoolwide program schools, school plans are in an understandable and uniform format and are available to the LEA, parents, and the public.	How was the most recent schoolwide plan from your child's school made available to you?  Was the schoolwide plan clear and understandable?

Item	Topic	Legal Requirement	Parent Interview Question(s)
19	TARGETED ASSISTANCE SCHOOLS	Children from preschool through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally-appropriate measures.	Did your child's school consult with you about selecting your child to receive Title I services?
20	TARGETED ASSISTANCE SCHOOLS	Targeted assistance programs use effective methods and instructional strategies that are based on scientifically-based research that strengthen the core academic program of the school and improve the achievement of children, and that: a) Give primary consideration to extended time; b) Help provide an accelerated, high-quality curriculum; and c) Minimize removing children from the regular classroom during regular school hours.	How well does your child's education program help him/her meet the state's academic standards?  Does your child's education program provide him/her with extended learning time?  Is your child removed from the regular classroom during school? If so, how often?
23	TARGETED ASSISTANCE SCHOOLS	In targeted assistance schools, opportunities are provided for professional development for personnel and, if appropriate, parents, who work with participating children either in the Title I program or the regular education program.	Please describe the training that the school offered to parents this year.



Item	Topic	Legal Requirement	Parent Interview Question(s)
25	SCHOOL IMPROVEMENT	Results of the annual review of student data from all participating schools are publicized and disseminated to parents, teachers, principals, schools, and the community.	<p>What kinds of information have you received about schools in the district and how well they are doing?</p> <p>Have you received a school report card?</p> <p>In what format did you receive it?</p>
30	SCHOOL IMPROVEMENT	Schools in school improvement, in consultation with parents, the LEA, and the school support team, develop and/or revise their school plans in ways that meet all required components and that have the greatest likelihood of improving the performance of participating children, and submit such plans to the LEA for approval.	<p>How were you involved in the development of the school improvement plan?</p> <p>Do you feel the school adequately solicited your comments and suggestions on its most recent school improvement plan?</p>
32	SCHOOL IMPROVEMENT	For schools that fail to make AYP by the end of the first full year after identification for school improvement, the LEA not only provides students enrolled with option to transfer to another public school, but also must make supplemental educational services available.	<p>Did your child's school fail to make AYP by the end of the first full year after it was identified for school improvement?</p> <p>IF YES...</p> <p>How did the district notify you that supplemental education services were available?</p> <p>How did the district notify you about the various SEA-approved supplemental education services providers that were available to your child?</p>

Item	Topic	Legal Requirement	Parent Interview Question(s)
35	PARENT INVOLVEMENT	The LEA has developed, jointly with parents of participating children, a parent involvement policy that reflects the content described in 20 USC §6318(a)(2). The policy has been distributed to parents and included in the CUSAP, and includes an evaluation of the effectiveness of the parent involvement policy and activities.	<p>Please describe your involvement in the development of the <u>district's</u> parent involvement policy.</p> <p>Did you receive a written version of the district's parent involvement policy?</p> <p>Was the policy delivered in an understandable and uniform format?</p> <p>Was it provided in a language you could understand?</p>
37	PARENT INVOLVEMENT	Each participating school has developed jointly with, and distributed to, parents of participating children a written parent involvement policy, agreed upon by such parents.	<p>Please describe your involvement in the development of the <u>school's</u> parent involvement policy.</p> <p>Did you receive a written version of the school's parent involvement policy?</p> <p>Was the policy delivered in an understandable and uniform format?</p> <p>Was it provided in a language you could understand?</p>

Item	Topic	Legal Requirement	Parent Interview Question(s)
38	PARENT INVOLVEMENT	Each participating school provides for the involvement of parents as specified in subsection 1118 20 USC §6318(c).	<p>How often are you invited to participate in meetings at the school or district?</p> <p>What are the meetings about?</p> <p>What information is provided at these meetings?</p> <p>What other opportunities are provided for you to get involved at the school?</p>
39	PARENT INVOLVEMENT	Participating schools have jointly developed with parents of participating children a school-parent compact.	Please describe your involvement in the development of the school-parent compact.
40	PARENT INVOLVEMENT	School-parent compacts outline how parents, school staff and students will share the responsibility and define the means for improving student achievement.	<p>What information is contained in your school-parent compact?</p> <p>Does the compact explain how you will partner with your child's school to improve your child's achievement and help him/her reach state standards?</p> <p>How was the content of the compact decided?</p> <p>How has your child's school made its school-parent compact available to you? (In an understandable and uniform format? In a language you could understand?)</p>

Item	Topic	Legal Requirement	Parent Interview Question(s)
43	QUALIFICATIONS OF TEACHERS AND PARAPROFS.	At the beginning of each year, the LEA notifies parents of each student attending a Title I participating school that the parents may request, and the agency will provide, upon request, information regarding the professional qualifications of the student's classroom teachers.	Were you informed about your right to know the professional qualifications of your child's classroom teacher? If so, how were you notified?

### Utah State Office of Education NCLB Title I, Part C–Migrant Education Program Monitoring Instrument

This Title I, Part C–Migrant Education Program monitoring instrument is an information-gathering tool that also contains statutory and evidentiary guidance. During the SY2007-2008 system pilot, it will be used by LEA Migrant Education Program (MEP) directors to conduct annual desktop self-reviews. USOE-led monitoring teams will also use a similar instrument as they visit LEA sites.

Column 1 – Item: Compliance Item Number

Column 2 – Topic: This column organizes the 12 compliance items into 7 topic categories to streamline the monitoring process:

- Items 1-2: Identification & Recruitment (2 items)
- Item 3: Needs Assessment (1 item)
- Items 4-6: Service Delivery Including Provision of Services and Coordination (3 items)
- Items 7-8: Parent Involvement (2 items)
- Items 9: Program Evaluation (1 item)
- Items 10-11: Fiscal Requirements (2 items)
- Item 12: Private Schools (1 item)

Column 3 – Reference(s): Specific reference from the U.S. Legal Code (USC) or the Code of Federal Regulations (CFR) that requires the monitoring of the compliance item.

Column 4 – Legal Requirement: Specific requirement that must be monitored, as mandated by the legal reference from Column 3.

Column 5 – Compliance Indicator(s): Question(s) the reviewer will use to determine whether the LEA is in compliance with the legal requirement from Column 4.

Column 6 – Potential Lines of Evidence: Documentation and/or interviews the reviewer might utilize to answer the compliance indicator question(s) from Column 5.

LEA Name: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_

Monitoring Date: \_\_\_\_\_  
 Report Date: \_\_\_\_\_

NOTE: Any item listed here is subject to verification. LEAs may need to gather information through such means as review of documents, interviews, or classroom observations to verify compliance. LEAs are expected to keep items used as evidence of compliance on file.

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
1	IDENTIFICATION & RECRUITMENT	34 CFR §200.81	Each child identified for migrant education services is a child who has (or whose parent, spouse, or guardian has) moved from one school district to another in the preceding 36 months in order to obtain (or accompany a parent, spouse, or guardian obtaining) temporary or seasonal employment in agricultural, dairy, or fishing activities as a principal means of livelihood.	<p>A. Does evidence show that the child and/or his or her family moved from one school district to another in the preceding 36 months in order to obtain temporary or seasonal employment in agricultural, dairy, or fishing activities?</p> <p>B. Does evidence show that the temporary or seasonal work is directly related to one of the following activities:</p> <ul style="list-style-type: none"> <li>– The production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence?</li> <li>– The cultivation or harvesting of trees?</li> <li>– Fish farms?</li> <li>– The catching or processing of fish or shellfish for initial commercial sale or personal subsistence?</li> </ul> <p>C. Principal means of livelihood: Does evidence show that the temporary or seasonal agricultural or fishing activity <i>plays an important part in providing a living</i> for the worker and his or her family?</p>	<ul style="list-style-type: none"> <li>– Completed certificates of eligibility</li> <li>– Recruiter activity reports</li> <li>– Home visit logs</li> <li>– Interviews with MEP staff and migratory youth and/or their families</li> <li>– Re-interview process results</li> <li>– Documentation of process/procedures for correcting eligibility errors</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
2	IDENTIFICATION & RECRUITMENT	34 CFR §200.81	Local migrant education personnel implement procedures to accurately identify and recruit eligible students.	<p>A. Does evidence show that the LEA has a systematic process in place for the identification and recruitment of MEP students and maintain confidentiality and maintain security of migrant students' pertinent records?</p> <p><u>Guidance/Best Practice:</u></p> <ul style="list-style-type: none"> <li>– How does the LEA coordinate with other agencies to locate new MEP families?</li> <li>– How do staff engage/collaborate with local agriculture/dairy/fishery employers?</li> </ul> <p>B. Is there a formal process for correcting eligibility errors?</p> <p>C. Does the LEA participate in the state's re-interview process to review eligibility decisions?</p>	<ul style="list-style-type: none"> <li>– Completed certificates of eligibility (COEs)</li> <li>– Recruiter activity reports</li> <li>– Home visit logs</li> <li>– Documentation of resolution(s) based on state re-interview results</li> <li>– Documentation of LEA process/procedures for correcting eligibility errors</li> <li>– Interviews with MEP staff and migratory youth and/or their families</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
3	NEEDS ASSESSMENT	20 U.S.C. §6396(a)(1)	The State and local operating agencies identify the special educational needs of migratory children in accordance with a comprehensive State needs assessment plan.	Does the LEA conduct a needs assessment to identify the unique needs of migrant students (including any barriers to learning that result from students' migratory situation)?	<ul style="list-style-type: none"> <li>– Documentation of LEA needs assessment process</li> <li>– Title I, Part C–Migrant Education Application</li> <li>– Report of MAPS data (CRT scores, teacher ratings)</li> </ul>
4	SERVICE DELIVERY INCLUDING PROVISION OF SERVICES AND COORDINATION	34 CFR §200.88(c)(1) 20 U.S.C. §6394(b)(1)(B) 20 U.S.C. §6394(b)(1)(C) 20 U.S.C. §6396(a)(1)(A) 20 U.S.C. §6396(a)(1)(F) 20 U.S.C. §6396(a)(1)(G)	A migrant education program must be specifically designed to meet the unique educational needs of migratory children. The State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that is integrated through joint planning with other local, State, and Federal programs, under this chapter or other Acts, as appropriate.	A. Is the LEA plan designed to meet the unique educational needs of migratory children, as identified by the LEA needs assessment?  B. Does the LEA identify and address the unique needs of migrant children through a full range of coordinated services with other categorical programs through joint planning with other local, state, and federal programs?  C. Does the LEA select migrant students to receive services from other local, state, and federal educational programs on the same basis as other eligible students (e.g., Title I Part A; Title III; etc.)?	<ul style="list-style-type: none"> <li>– Title I, Part C–Migrant Education Application</li> <li>– Documentation of joint planning meetings, agendas, minutes, etc.</li> <li>– Documentation of coordinated services provided to migrant students</li> <li>– Evidence that each migrant student receives services from all applicable federal and state programs</li> <li>– Interviews with local MEP personnel</li> </ul>



Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
5	SERVICE DELIVERY INCLUDING PROVISION OF SERVICES AND COORDINATION	20 USC §6394(d) 20 USC §6394(e) Utah approved state consolidated plan	In providing services with Title I Part C funds, each recipient shall give priority to migratory children who are failing or most at risk of failing to meet State academic standards, and whose education has been interrupted during the regular school year.	<p>A. Has the LEA established a procedure to prioritize which migrant students are in greatest need for migrant services, according to Utah criteria? Must meet at least 2 of 3 criteria:</p> <ul style="list-style-type: none"> <li>i. Student does not score sufficient in reading and/or math on the state CRT;</li> <li>ii. Student is identified as limited English proficient; or</li> <li>iii. Student has made a qualifying move within the preceding 12 months.</li> </ul> <p>B. Is the LEA's procedure for prioritizing migrant students in greatest need implemented consistently?</p> <p><u>Continuation of Services note</u> If the LEA has been able to meet the needs of all of its prioritized students, it may then consider continuing services to formerly eligible migrant students whose eligibility has lapsed.</p>	<ul style="list-style-type: none"> <li>– Documentation of procedures for prioritizing migrant students in greatest need</li> <li>– Report of MAPS data (CRT scores, teacher ratings)</li> <li>– UALPA scores (English-language proficiency)</li> <li>– Interviews with LEA staff to determine how priority for services determinations are made (i.e., the criteria used to select children to receive MEP services)</li> </ul>
6	SERVICE DELIVERY INCLUDING PROVISION OF SERVICES AND COORDINATION	20 U.S.C. §6398(b)(3)	An SEA or LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child.	Does the LEA have a procedure in place to transfer student records at no cost to the requesting agency?	<ul style="list-style-type: none"> <li>– MEP application assurance</li> <li>– Record/log demonstrating evidence of transfer of student records</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
7	PARENT INVOLVEMENT	20 USC §6394(c)(3); 20 USC §6318(b) 20 USC §6318(c) 20 USC §6318(d)	In the planning and operation of migrant education programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils (PACs) for programs of 1 school year in duration. All such (1 year) programs are carried out in a format and language understandable to the parents and provide for the same parental involvement as is required for programs and projects under Title I, Part A [20 USC §6318(c)], unless extraordinary circumstances make such provision impractical.	<p>A. Is there evidence of a functioning local migrant parent advisory council or committee? Does the evidence show that the required consultation has occurred?</p> <p>B. Does the evidence show that all migrant education programs of 1 school year in duration were carried out in a format and language that the parents could understand?</p> <p>C. Did all migrant education programs of 1 school year in duration provide for the same parental involvement as is required for programs and projects under Title I Part A? That is, did the program:</p> <ol style="list-style-type: none"> <li>Convene an annual public meeting?</li> <li>Offer a flexible number of meetings?</li> <li>Involve parents in an organized, ongoing, and timely way?</li> <li>Provide parents with timely information on topics, such as curriculum, assessments etc., and opportunities for regular meetings (if requested)?</li> </ol> <p>D. If the parent involvement opportunities specified were not provided, is there evidence that <i>extraordinary circumstances</i> made such provision impractical?</p>	<ul style="list-style-type: none"> <li>– MEP parent advisory council membership list(s)</li> <li>– Evidence of public meetings (invitations to parents of migratory children, agendas, minutes, list of attendees)</li> <li>– Local MEP documentation that includes parent involvement provisions</li> <li>– Interviews with local MEP staff</li> <li>– Interviews with parents of migratory children</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
8	PARENT INVOLVEMENT	20 USC §6394(c)(6)(A)	To the extent feasible, migrant education programs provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.	<p>A. Does evidence show that MEP staff informed migratory children and their families of other education, health, nutrition, and social services?</p> <p>B. Does evidence show that MEP staff helped migratory children and their families gain access to other education, health, nutrition, and social services?</p> <p>C. If neither additional information about nor access to other services was provided, is there evidence to suggest that such outreach from MEP staff was simply not feasible?</p>	<ul style="list-style-type: none"> <li>– Completed certificates of eligibility (COEs)</li> <li>– Home visit logs</li> <li>– Interviews with MEP staff</li> <li>– Interviews with migratory youth, their parents, and other participating agency staff</li> <li>– Documentation (agendas, minutes, etc.) from parent trainings</li> </ul>
9	PROGRAM EVALUATION	34 CFR §200.84 34 CFR §200.85	An LEA receiving MEP funds must use the results of the SEA's statewide MEP evaluation to improve the services provided to migratory children.	Does evidence indicate that the LEA used results from the statewide evaluation to improve the local services provided to migratory children?	<ul style="list-style-type: none"> <li>– MEP application</li> <li>– Interviews with MEP staff</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
10	FISCAL REQUIREMENTS	20 USC §6396(b)(1) 20 USC §6396(b)(2)	Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. In particular, these funds shall be used to address needs not addressed by services available from other programs.	A. Does evidence show that funds helped address educational barriers resulting from students' migratory lifestyle?  B. Does evidence show that migrant education funds are used solely to supplement and not supplant the other educational services?  C. Does evidence show that migrant funds helped meet migrant student needs that could not be addressed by other programs?	<ul style="list-style-type: none"> <li>– MEP application</li> <li>– Completed certificates of eligibility (COEs)</li> <li>– Home visit logs</li> <li>– MEP staff calendars and work products</li> <li>– Time distribution records, timesheets, or time-and-effort reports for multi-funded personnel</li> <li>– Records of expenditures for MEP staff, materials, equipment</li> <li>– Interviews with teachers, principals, parents, and MEP personnel</li> </ul>
11	FISCAL REQUIREMENTS	20 USC §6394(c)(1)(B)	Any migrant education funds that are not used in the manner previously described [20 U.S.C. §6396(b)] must be used to coordinate migrant programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families.	A. Is there evidence that other local, state, and federal programs have been coordinated with the migrant education program?  B. Does evidence show that students are receiving services via other programs before migrant services?	<ul style="list-style-type: none"> <li>– MEP application</li> <li>– Non-migrant program participation lists that demonstrate migrant student participation in those programs</li> <li>– Interviews with MEP personnel</li> </ul>

Item	Topic	Reference(s)	Legal Requirement	Compliance Indicator(s)	Potential Line(s) of Evidence
12	PRIVATE SCHOOLS	34 CFR §299.6(a) 34 CFR §299.6(b)(1) 34 CFR §299.7(a)(1) 34 CFR §299.7(b)(1) 34 CFR §299.7(c)	An agency receiving Title I Part C (Migrant Education) funds, after timely and meaningful consultation with private school officials, shall provide special educational services or other benefits under this subpart on an equitable basis to eligible children who are enrolled in private elementary and secondary schools, and to their teacher and other educational personnel.	<p>A. Has the LEA complied with the requirements for consultation with private school officials in a timely manner?</p> <p>B. If the private school has eligible migrant students:</p> <ul style="list-style-type: none"> <li>– Does the LEA provide services to private school students and teachers in an equitable manner based on the needs of the private school migrant students desiring to participate?</li> <li>– Does the LEA provide opportunities for teachers of participating private schools to participate, on an equitable basis, in its professional development activities?</li> <li>– Does the LEA provide a reasonable promise of participating private school migrant children meeting state academic standards?</li> </ul>	<ul style="list-style-type: none"> <li>– Copies of letters and communication sent to private schools</li> <li>– Copies of written affirmations signed by private school officials that consultation occurred</li> <li>– Description of services provided to private schools</li> <li>– Review of selection process for Title I, Part C–Migrant Education services to private school students</li> <li>– Description of budgeting process used by district to ensure equitable access to services</li> <li>– Documentation of private school teachers’ participation in professional development activities</li> <li>– USOE/Title I Form Q (p. 100): Private School Consultation Checklist</li> </ul>

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## Utah State Office of Education NCLB Title I, Part C—Migrant Education Monitoring – Onsite Interview Guides

These Title I, Part C—Migrant Education monitoring interview guides are information-gathering tools that also contain statutory and evidentiary guidance. During the SY2007-2008 system pilot, USOE-led monitoring teams will use these interview guides and a document analysis protocol to gather information at schools and other LEA sites. Each of the five guides focuses on a particular set of interviewees: district MEP personnel, administrators, principals, parents/guardians, and community representatives. The information gathered via onsite interviews with these individuals will be considered *in concert with other lines of evidence*, such as the document analysis protocol, to make compliance determinations.

Column 1 – Item: Compliance item number (12 total; each guide focuses on its own relevant set of items)

Column 2 – Topic: As in the full instrument, this column organizes the 12 compliance items into 7 topic categories:

- Items 1-2: Identification & Recruitment (2 items)
- Item 3: Needs Assessment (1 item)
- Items 4-6: Service Delivery Including Provision of Services and Coordination (3 items)
- Items 7-8: Parent Involvement (2 items)
- Items 9: Program Evaluation (1 item)
- Items 10-11: Fiscal Requirements (2 items)
- Item 12: Private Schools (1 item)

Column 3 – Legal Requirement: Specific legal requirement to be monitored.

Column 4 – Interview Question(s): Question(s) the reviewer can ask to help determine whether the school/LEA is in compliance with the legal requirement from Column 3. Responses will be considered *in concert with other lines of evidence* to make compliance determinations.

**Utah State Office of Education NCLB Title I, Part C–Migrant Education  
Draft Onsite Interview Questions  
DISTRICT MEP PERSONNEL**

School(s)\_\_\_\_\_Date\_\_\_\_\_

District\_\_\_\_\_Reviewer\_\_\_\_\_

Item	Topic	Legal Requirement	District MEP Personnel Interview Question(s)
1	IDENTIFICATION & RECRUITMENT	Each child identified for migrant education services is a child who has (or whose parent, spouse, or guardian has) moved from one school district to another in the preceding 36 months in order to obtain (or accompany a parent, spouse, or guardian obtaining) “temporary or seasonal employment in agricultural, dairy, or fishing activities as a principal means of livelihood.” 34 CFR §200.81	<p>What are the primary methods this district uses to identify and recruit migrant students?</p> <p>What type of work do eligible migrant families in this district do? What percentage of this work do they do (full time, part time, etc.)? What kinds of work constitute their principal means of livelihood?</p> <p>What are the most common qualifying activities that migrant families in this district are engaged in?</p> <p>What percentage of migrant families in this district work year-round? What percentage of migrant families work only in the summer?</p> <p>Where do most migrant families in this district move from/to?</p> <p>How often are your recruiters trained? Who does the training and what is covered?</p> <p>Are all eligibility determinations made on the basis of a personal interview with a parent, guardian or other responsible adult?</p> <p>What quality control procedures do you use to ensure the accuracy of eligibility determinations in your district?</p> <p>How are your eligibility determinations reviewed? What does the reviewer check?</p> <p>Who reviews Certificates of Eligibility (COEs)? (e.g., peer and/or supervisor)</p> <p>How do you resolve eligibility questions? What is the formal process for correcting eligibility errors?</p>



Item	Topic	Legal Requirement	District MEP Personnel Interview Question(s)
2	IDENTIFICATION & RECRUITMENT	Local migrant education personnel implement procedures to accurately identify and recruit eligible students. 34 CFR §200.81	<p>How is child eligibility determined and documented?</p> <p>What were the results, if applicable, for the most current Re-Interview Initiative in your district?</p> <p>Do you ensure the quality of interviewers' eligibility decisions by re-interviewing a sample of migrant families? If so, how is the sample drawn?</p> <p>What procedures did you go through, if applicable, to correct any misidentified migrant students in the most current Re-Interview Initiative?</p>
3	NEEDS ASSESSMENT	The State and local operating agencies identify the special educational needs of migratory children in accordance with a comprehensive State needs assessment plan. 20 U.S.C. §6396(a)(1) NCLB §1304(b)(1) NCLB §1306(a)(1)	<p>How does this district identify the educational and support needs of migrant children?</p> <p>What evidence does this district use to determine student and program needs and service delivery strategies?</p> <p>Is this district involved in the design/implementation of the State's needs assessment?</p> <p>Is the State's needs assessment used to identify children with the greatest need for special assistance?</p>

Item	Topic	Legal Requirement	District MEP Personnel Interview Question(s)
4	SERVICE DELIVERY	<p>A Migrant Education Program must be specifically designed to meet the unique educational needs of migratory children. The State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that is integrated through joint planning with other local, State, and Federal programs, under this chapter or other Acts, as appropriate.</p> <p>34 CFR §200.88(c)(1)  20 U.S.C. §6394(b)(1)(B)  20 U.S.C. §6394(b)(1)(C)  20 U.S.C. §6396(a)(1)(A)  20 U.S.C. §6396(a)(1)(F)  20 U.S.C. §6396(a)(1)(G)  NCLB §1306(a)(1)(F)  NCLB §1306(a)(1)(G)</p>	<p>Is the district familiar with the State's Comprehensive State Plan for Service Delivery? How is the district's Migrant Education Program (MEP) aligned so as to achieve the State's measurable outcomes and contribute to the attainment of the State's performance targets? (Section 200.83).</p> <p>Were you involved in the development of the State's service delivery plan? How?</p> <p>How were the district's service delivery strategies selected? How do they flow from the results of the statewide needs assessment? What is the research base?</p> <p>Are the strategies being implemented as intended in the State's service delivery plan? If so, please provide an example of a service delivery strategy that is being implemented.</p>

Item	Topic	Legal Requirement	District MEP Personnel Interview Question(s)
5	SERVICE DELIVERY	In providing services with Title I Part C funds, each recipient shall give priority to migratory children who are failing or most at risk of failing to meet State academic standards, and whose education has been interrupted during the regular school year. 20 USC §6394(d) 20 USC §6394(e) Utah approved state consolidated plan	<p>How does this district decide which migrant students are failing or are at the greatest risk of failing to meet State academic standards?</p> <p>Are the results of written and oral tests used? If so, how?</p> <p>Do the students who have been identified for priority services meet at least two of the three following Utah criteria?</p> <ul style="list-style-type: none"> <li>i. Student does not score sufficient in reading and/or math on the state CRT;</li> <li>ii. Student is identified as limited English proficient; or</li> <li>iii. Student has made a qualifying move within the preceding 12 months.</li> </ul> <p>Is the procedure for prioritizing migrant students needs implemented consistently in this district? If not, why not?</p>
6	SERVICE DELIVERY	An SEA or LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child. 20 U.S.C. §6398(b)(3)	<p>How does the State promote continuity in the provision of instruction and related support services for migrant children as they move across school district and States, including the transfer of credits for high school students?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>► Do you have migrant students in this district that come from other States? If so, how do you coordinate with the other State(s)?</li> <li>► How do you help students meet the academic requirements in their “home” school districts, including preparing for and taking competency exams where applicable?</li> <li>► How do you provide for continuity of instruction for migrant children whose education has been interrupted during the school year?</li> </ul>

Item	Topic	Legal Requirement	District MEP Personnel Interview Question(s)
7	PARENT INVOLVEMENT	<p>In the planning and operation of Migrant Education Programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils (PACs) for programs of 1 school year in duration. All such (1 year) programs are carried out in a format and language understandable to the parents and provide for the same parental involvement as is required for programs and projects under Title I, Part A [20 USC §6318(c)], unless extraordinary circumstances make such provision impractical.</p> <p>Requirements for school parent involvement programs include an annual meeting of parents; offering a flexible number of meetings; involving parents in an organized, ongoing, and timely way; and providing parents with timely information on topics, such as curriculum and assessments.</p> <p>20 USC §6394(c)(3);  20 USC §6318(b)  20 USC §6318(c)  20 USC §6318(d)</p>	<p>Are parents/guardians of migrant students consulted about the planning and operation of this district's Migrant Education Program? If so, please describe how they are consulted.</p> <p>If involvement opportunities for parents/guardians of migrant students were not provided, what extraordinary circumstances made such provision impractical?</p>

Item	Topic	Legal Requirement	District MEP Personnel Interview Question(s)
8	PARENT INVOLVEMENT	To the extent feasible, Migrant Education Programs provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. 20 USC §6394(c)(6)(A)	How have you informed migrant children and their families of other education, health, nutrition, and social services?
9	PROGRAM EVALUATION	An LEA receiving MEP funds must use the results of the SEA's statewide MEP evaluation to improve the services provided to migratory children. 34 CFR §200.84 34 CFR §200.85	Are you familiar with the results of the SEA statewide MEP evaluation? If so, how has this district used the results of that evaluation to improve the services provided to migratory children?

Item	Topic	Legal Requirement	District MEP Personnel Interview Question(s)
10	FISCAL A	<p>Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. In particular, these funds shall be used to address needs not addressed by services available from other programs.</p> <p>20 USC §6396(b)(1) 20 USC §6396(b)(2)</p>	<p>How are this district's Title I, Part C–Migrant Education funds being used to address educational barriers resulting from students' migratory lifestyle?</p> <p>What process was used by this district to determine how migrant education funds were spent?</p> <p>How are this district's Title I, Part C–Migrant Education funds being used to supplement and not supplant other educational services?</p> <p>How are this district's Title I, Part C–Migrant Education funds being used to help meet migrant students' needs that could not be addressed by other programs?</p>
11	FISCAL B	<p>Any migrant education funds that are not used in the manner previously described [20 U.S.C. §6396(b)] must be used to coordinate migrant programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families.</p> <p>20 USC §6394(c)(1)(B)</p>	<p>How do you coordinate other local, state, and federal programs with the MEP?</p> <p>What kinds of other services do migrant students receive from existing local, state, and federal programs?</p>

**Utah State Office of Education NCLB Title I, Part C–Migrant Education  
Draft Onsite Interview Questions  
ADMINISTRATOR**

School(s)\_\_\_\_\_Date\_\_\_\_\_

District\_\_\_\_\_Reviewer\_\_\_\_\_

Item	Topic	Legal Requirement	Administrator Interview Question(s)
3	NEEDS ASSESSMENT	The State and local operating agencies identify the special educational needs of migratory children in accordance with a comprehensive State needs assessment plan. 20 U.S.C. §6396(a)(1) NCLB §1304(b)(1) NCLB §1306(a)(1)	How does this school identify the educational and support needs of migrant children?

Item	Topic	Legal Requirement	Administrator Interview Question(s)
4	SERVICE DELIVERY	<p>A Migrant Education Program must be specifically designed to meet the unique educational needs of migratory children. The State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that is integrated through joint planning with other local, State, and Federal programs, under this chapter or other Acts, as appropriate.</p> <p>34 CFR §200.88(c)(1)  20 U.S.C. §6394(b)(1)(B)  20 U.S.C. §6394(b)(1)(C)  20 U.S.C. §6396(a)(1)(A)  20 U.S.C. §6396(a)(1)(F)  20 U.S.C. §6396(a)(1)(G)  NCLB §1306(a)(1)(F)  NCLB §1306(a)(1)(G)</p>	What does the District think that migratory children need in order to be successful? (Please explain)



Item	Topic	Legal Requirement	Administrator Interview Question(s)
5	SERVICE DELIVERY	In providing services with Title I Part C funds, each recipient shall give priority to migratory children who are failing or most at risk of failing to meet State academic standards, and whose education has been interrupted during the regular school year. 20 USC §6394(d) 20 USC §6394(e) Utah approved state consolidated plan	How do you decide which migratory children have priority for services at your school?  How consistently are district procedures for prioritizing student needs followed?
6	SERVICE DELIVERY	An SEA or LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child. 20 U.S.C. §6398(b)(3)	How do you make migrant student records available to another district and/or school at no cost to the requesting agency?

Item	Topic	Legal Requirement	Administrator Interview Question(s)
7	PARENT INVOLVEMENT	<p>In the planning and operation of Migrant Education Programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils (PACs) for programs of 1 school year in duration. All such (1 year) programs are carried out in a format and language understandable to the parents and provide for the same parental involvement as is required for programs and projects under Title I, Part A [20 USC §6318(c)], unless extraordinary circumstances make such provision impractical.</p> <p>Requirements for school parent involvement programs include an annual meeting of parents; offering a flexible number of meetings; involving parents in an organized, ongoing, and timely way; and providing parents with timely information on topics, such as curriculum and assessments.</p> <p>20 USC §6394(c)(3);  20 USC §6318(b)  20 USC §6318(c)  20 USC §6318(d)</p>	<p>How does your school communicate with migrant parents/guardians?</p> <p>How are migrant parents/guardians involved at your school?</p> <p>Does your school hold an annual parent meeting that includes migrant parents/guardians? Are flexible meeting times offered? Does the school provide parents/guardians with timely information on topics, such as curriculum and assessments? Please describe some of the information you received.</p> <p>Are interpreters provided at these meetings and are materials translated so that parents/guardians can understand them?</p> <p>If involvement opportunities for parents/guardians of migrant students were not provided, why was this impractical?</p>

Item	Topic	Legal Requirement	Administrator Interview Question(s)
10	FISCAL A	<p>Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. In particular these funds shall be used to address needs not addressed by services available from other programs.</p> <p>20 USC §6396(b)(1) 20 USC §6396(b)(2)</p>	<p>How are your school's migrant education funds being used to address educational barriers resulting from students' migratory lifestyles?</p> <p>How are your school's migrant education funds being used to supplement not supplant other programs at your school?</p>

Item	Topic	Legal Requirement	Administrator Interview Question(s)
11	FISCAL B	Any migrant education funds that are not used in the manner previously described [20 U.S.C. §6396(b)] must be used to coordinate migrant programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families. 20 USC §6394(c)(1)(B)	(If applicable:) How do you coordinate other local, state, and federal programs with the MEP?

**Utah State Office of Education NCLB Title I, Part C–Migrant Education  
Draft Onsite Interview Questions  
PARENT/GUARDIAN**

School(s)\_\_\_\_\_Date\_\_\_\_\_

District\_\_\_\_\_Reviewer\_\_\_\_\_

Item	Topic	Legal Requirement	Parent/Guardian Interview Question(s)
1	IDENTIFICATION & RECRUITMENT	Each child identified for migrant education services is a child who has (or whose parent, spouse, or guardian has) moved from one school district to another in the preceding 36 months in order to obtain (or accompany a parent, spouse, or guardian obtaining) temporary or seasonal employment in agricultural, dairy, or fishing activities as a principal means of livelihood. 34 CFR §200.81	What has your family been doing for work?  Have you done any of these types of work as a principal means of livelihood? (agricultural? dairy? fishing?). If so, <ul style="list-style-type: none"> <li>- For how long have you done this type of work?</li> <li>- How long are you going to do this type of work?</li> </ul>

Item	Topic	Legal Requirement	Parent/Guardian Interview Question(s)
4	SERVICE DELIVERY	<p>A Migrant Education Program must be specifically designed to meet the unique educational needs of migratory children. The State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that is integrated through joint planning with other local, State, and Federal programs, under this chapter or other Acts, as appropriate.</p> <p>34 CFR §200.88(c)(1)  20 U.S.C. §6394(b)(1)(B)  20 U.S.C. §6394(b)(1)(C)  20 U.S.C. §6396(a)(1)(A)  20 U.S.C. §6396(a)(1)(F)  20 U.S.C. §6396(a)(1)(G)  NCLB §1306(a)(1)(F)  NCLB §1306(a)(1)(G)</p>	What does the district think migratory children need? What are they doing to help the children?

Item	Topic	Legal Requirement	Parent/Guardian Interview Question(s)
7	PARENT INVOLVEMENT	<p>In the planning and operation of Migrant Education Programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils (PACs) for programs of 1 school year in duration. All such (1 year) programs are carried out in a format and language understandable to the parents and provide for the same parental involvement as is required for programs and projects under Title I, Part A [20 USC §6318(c)], unless extraordinary circumstances make such provision impractical.</p> <p>Requirements for school parent involvement programs include an annual meeting of parents; offering a flexible number of meetings; involving parents in an organized, ongoing, and timely way; and providing parents with timely information on topics, such as curriculum and assessments.  20 USC §6394(c)(3);  20 USC §6318(b)  20 USC §6318(c)  20 USC §6318(d)</p>	<p>(For all parents/guardians:)</p> <p>How does this school communicate with you?</p> <p>Has the school or district ever asked you to come to meetings and/or be on a committee that discussed migrant student issues? Did you go? If so, how often did you meet? When were meetings scheduled? What kind of information was covered at the meetings? (Probe: curriculum? assessment? etc?)</p> <p>Were other parents/guardians of migrant students invited to participate in the meetings? If so, how? If not, why not?</p> <p>Does the school hold an annual meeting that included parents/guardians of migrant students?</p> <p>Does the school offer a flexible number of meetings? (daytime, evenings, etc)</p> <p>Does the school provide parents/guardians with timely information on topics, such as curriculum and assessments? Please describe some of the information you received.</p> <p>Are interpreters provided at these meetings and are materials translated so that you can understand them?</p> <p>How long does the Migrant Education Program last (how many months)?</p> <p>(For MEP Parent Advisory Council members:)</p> <p>Have people who work with the district Migrant Education Program met with you on the planning and operation of its programs? If so, what did you discuss at the meeting(s)?</p>

Item	Topic	Legal Requirement	Parent/Guardian Interview Question(s)
8	PARENT INVOLVEMENT	To the extent feasible, Migrant Education Programs provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. 20 USC §6394(c)(6)(A)	Have the people working with the district Migrant Education Program informed you of other education, health, nutrition, or social services? What did they tell you about these services?
10	FISCAL A	Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. In particular, these funds shall be used to address needs not addressed by services available from other programs. 20 USC §6396(b)(1) 20 USC §6396(b)(2)	How is the school helping migratory children?



**Utah State Office of Education NCLB Title I, Part C–Migrant Education  
Draft Onsite Interview Questions  
COMMUNITY REPRESENTATIVE**

School(s)\_\_\_\_\_Date\_\_\_\_\_

District\_\_\_\_\_Reviewer\_\_\_\_\_

Item	Topic	Legal Requirement	Community Representative Interview Question(s)
1	IDENTIFICATION & RECRUITMENT	Each child identified for migrant education services is a child who has (or whose parent, spouse, or guardian has) moved from one school district to another in the preceding 36 months in order to obtain (or accompany a parent, spouse, or guardian obtaining) temporary or seasonal employment in agricultural, dairy, or fishing activities as a principal means of livelihood. 34 CFR §200.81	What types of seasonal or temporary work are available in this community?  Probes:  -Processing of:  Crops Dairy products Poultry Livestock Trees Fish farms Catching or processing fish  Does this seasonal or agricultural activity play an important part in providing a living for those working in these types of seasonal or temporary jobs and their families?  Probe: Does there appear to be a high turnover in employment amongst these workers because they often move?

Item	Topic	Legal Requirement	Community Representative Interview Question(s)
6	SERVICE DELIVERY	An SEA or LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child. 20 U.S.C. §6398(b)(3)	How does this district develop and coordinate MEP and other program services to address the identified needs?
8	PARENT INVOLVEMENT	To the extent feasible, migrant education programs provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. 20 USC §6394(c)(6)(A)	Does your organization work with the Migrant Education Program and/or other agencies to inform migratory children and their families of other educational, health, nutrition and social services? (Check for evidence of communication and possible commitments with the Migrant Education Program and coordinating agencies.)

Item	Topic	Legal Requirement	Community Representative Interview Question(s)
9	PROGRAM EVALUATION	The local migrant education program must be based on, and evaluated in a manner consistent with, performance targets related to educational achievement that are similar to those used in programs funded under Title I, Part A. 20 U.S.C. 6394(c)(5) 34 CFR §200.88(c)(2)	Are results of the district Migrant Program evaluation shared with you?  Are you given an opportunity to respond to the findings of the district MEP evaluation?
12	PRIVATE SCHOOLS	The LEA shall use funds for eligible migrant children in private schools in accordance with federal regulations. 34 CFR §299.8(a) 34 CFR §299.8(b) 34 CFR §299.9	Do your schools provide services to migratory children? If so, what types of services? Are they the same or different from what is provided to other students? How so? (Verify that any services provided to migrant students in private schools are done in a supplementary manner.)

## Utah State Office of Education NCLB Title I, Part C–Migrant Education

### Draft Document Analysis Protocol(s)

School(s)\_\_\_\_\_Date\_\_\_\_\_

District\_\_\_\_\_Reviewer\_\_\_\_\_

Item	Topic	Legal Requirement	Document Analysis Protocol(s)
1	IDENTIFICATION & RECRUITMENT	Each child identified for migrant education services is a child who has (or whose parent, spouse, or guardian has) moved from one school district to another in the preceding 36 months in order to obtain (or accompany a parent, spouse, or guardian obtaining) temporary or seasonal employment in agricultural, dairy, or fishing activities as a principal means of livelihood. 34 CFR §200.81	<ul style="list-style-type: none"> <li>– Certificates of Eligibility (COEs)</li> </ul> <p>Procedure: <u>Review Eligibility Determinations for Migrant Children who are Currently Receiving Services</u> – Review a random selection of 25 COEs for migrant children who are currently receiving services for face validity, accuracy, completeness, logic of responses, thorough explanation of qualifying employment, adequacy of comments and overall agreement with the eligibility determination.</p> <ul style="list-style-type: none"> <li>– Documentation of process/ procedures for correcting eligibility errors.</li> </ul>
2	IDENTIFICATION & RECRUITMENT	Local migrant education personnel implement procedures to accurately identify and recruit eligible students. 34 CFR §200.81	<ul style="list-style-type: none"> <li>– Review recruiter activity reports and home visit logs if available.</li> <li>– Review documentation of resolution(s) based on re-interview results.</li> </ul>

Item	Topic	Legal Requirement	Document Analysis Protocol(s)
3	NEEDS ASSESSMENT	The State and local operating agencies identify the special educational needs of migratory children in accordance with a comprehensive State needs assessment plan. 20 U.S.C. §6396(a)(1) NCLB §1304(b)(1) NCLB §1306(a)(1)	<ul style="list-style-type: none"> <li>– Documentation of needs assessment process</li> <li>– Title I, Part C district Migrant Education Program application</li> <li>– Documented use of MAPS data (CRT scores, teacher ratings)</li> <li>– Other migrant-related needs assessments (for example Migrant Head Start, Even Start, etc.)</li> </ul>
4	SERVICE DELIVERY	A Migrant Education Program must be specifically designed to meet the unique educational needs of migratory children. The State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that is integrated through joint planning with other local, State, and Federal programs, under this chapter or other Acts, as appropriate. 34 CFR §200.88(c)(1) 20 U.S.C. §6394(b)(1)(B) 20 U.S.C. §6394(b)(1)(C) 20 U.S.C. §6396(a)(1)(A) 20 U.S.C. §6396(a)(1)(F) 20 U.S.C. §6396(a)(1)(G) NCLB §1306(a)(1)(F) NCLB §1306(a)(1)(G)	<p>Procedure: Review the Title I, Part C–Migrant Education Program application.</p> <ul style="list-style-type: none"> <li>– Documentation of joint planning meetings, agendas, minutes, etc.</li> <li>– Documentation of coordinated services provided to migrant students</li> </ul>

Item	Topic	Legal Requirement	Document Analysis Protocol(s)
5	SERVICE DELIVERY	In providing services with Title I Part C funds, each recipient shall give priority to migratory children who are failing or most at risk of failing to meet State academic standards, and whose education has been interrupted during the regular school year. 20 USC §6394(d) 20 USC §6394(e) Utah approved state consolidated plan	<ul style="list-style-type: none"> <li>– Documentation of procedures for prioritizing migrant students in greatest need</li> <li>– Report of MAPS data (CRT scores, teacher ratings)</li> <li>– Utah Academic Language Proficiency Assessment (UALPA) scores (English-language proficiency)</li> </ul>
6	SERVICE DELIVERY	An SEA or LEA receiving assistance under this part shall make student records available to another SEA or LEA that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child. 20 U.S.C. §6398(b)(3)	<ul style="list-style-type: none"> <li>– Title I, Part C–Migrant Education Program Application assurance.</li> </ul>

Item	Topic	Legal Requirement	Document Analysis Protocol(s)
7	PARENT INVOLVEMENT	<p>In the planning and operation of Migrant Education Programs and projects at both the state and local agency operating level, there is consultation with parent advisory councils (PACs) for programs of 1 school year in duration. All such (1 year) programs are carried out in a format and language understandable to the parents and provide for the same parental involvement as is required for programs and projects under Title I, Part A [20 USC §6318(c)], unless extraordinary circumstances make such provision impractical.</p> <p>Requirements for school parent involvement programs include an annual meeting of parents; offering a flexible number of meetings; involving parents in an organized, ongoing, and timely way; and providing parents with timely information on topics, such as curriculum and assessments.</p> <p>20 USC §6394(c)(3);  20 USC §6318(b)  20 USC §6318(c)  20 USC §6318(d)</p>	<ul style="list-style-type: none"> <li>– Migrant Education Program parent advisory council membership list(s)</li> <li>– Evidence of public meetings (invitations to parents/guardians of migratory children, agendas, minutes, list of attendees)</li> <li>– Local Migrant Education Program documentation that includes parent/guardian involvement provisions</li> </ul>

Item	Topic	Legal Requirement	Document Analysis Protocol(s)
8	PARENT INVOLVEMENT	To the extent feasible, Migrant Education Programs provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. 20 USC §6394(c)(6)(A)	Procedure: if no services provided, verify that evidence demonstrates that it simply <i>was not feasible</i> to do so.  <ul style="list-style-type: none"> <li>– Review home visit logs, if available.</li> <li>– Documentation (agendas, minutes, etc.) from parent trainings</li> <li>– Health fair notifications, dental clinic documentation, etc.</li> <li>– Title I, Part C district Migrant Education Program Application</li> </ul>
9	PROGRAM EVALUATION	An LEA receiving MEP funds must use the results of the SEA’s statewide MEP evaluation to improve the services provided to migratory children. 34 CFR §200.84 34 CFR §200.85	<ul style="list-style-type: none"> <li>– Title I, Part C district Migrant Education Program Application</li> </ul>



Item	Topic	Legal Requirement	Document Analysis Protocol(s)
10	FISCAL A	<p>Migrant education funds shall first be used to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. In particular, these funds shall be used to address needs not addressed by services available from other programs.</p> <p>20 USC §6396(b)(1) 20 USC §6396(b)(2)</p>	<ul style="list-style-type: none"> <li>– Title I, Part C district Migrant Education Program application</li> <li>– Completed Certificates of Eligibility (COEs)</li> <li>– Home visit logs, if available</li> <li>– Migrant Education Program staff calendars and work products</li> <li>– Time distribution records, timesheets, or time-and-effort reports for multi-funded personnel</li> <li>– Records of expenditures for Migrant Education Program staff, materials, equipment</li> </ul>
11	FISCAL B	<p>Any migrant education funds that are not used in the manner previously described [20 U.S.C. §6396(b)] must be used to coordinate migrant programs and projects with similar programs and projects within the state and in other states, as well as with other federal programs that can benefit migratory children and their families.</p> <p>20 USC §6394(c)(1)(B)</p>	<ul style="list-style-type: none"> <li>– Title I Part C district Migrant Education Program Application</li> <li>– Non Migrant Education Program participation lists that demonstrate migrant student participation in those programs.</li> </ul>

Item	Topic	Legal Requirement	Document Analysis Protocol(s)
12	PRIVATE SCHOOLS	<p>An agency receiving Title I Part C (Migrant Education) funds, after timely and meaningful consultation with private school officials, shall provide special educational services or other benefits under this subpart on an equitable basis to eligible children who are enrolled in private elementary and secondary schools, and to their teacher and other educational personnel.</p> <p>34 CFR §299.6(a)  34 CFR §299.6(b)(1)  34 CFR §299.7(a)(1)  34 CFR §299.7(b)(1)  34 CFR §299.7(c)</p>	<ul style="list-style-type: none"> <li>– USOE/Title I Form Q (p. 100): Private School Consultation Checklist</li> <li>– Additional documentation of private school consultation provided by LEA (letters, written affirmations, budgets, etc.)</li> </ul>